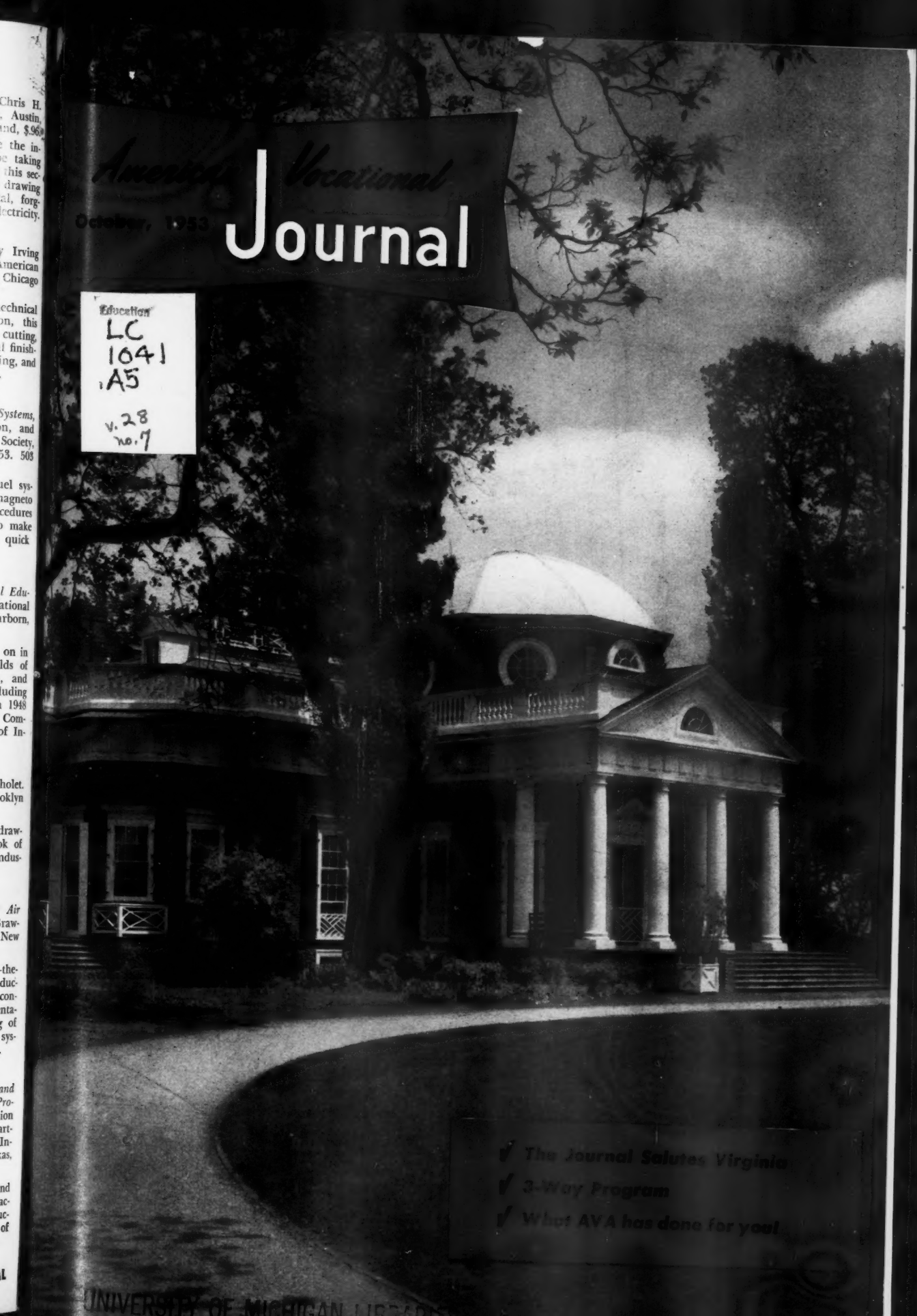
American Vocational
Journal
October, 1953
Education
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1041
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no.7
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✓ 3-Way Program
✓ What AVA has done for you!

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American Vocational Journal

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.
Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

VOLUME 28 NUMBER 7

October, 1953

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The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Orders for subscriptions for libraries and non-members at $3.00 a year should be sent to AVA headquarters, 1010 Vermont Ave., N. W.

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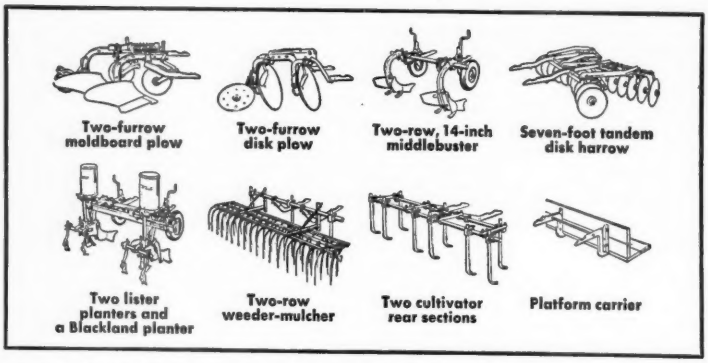

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FROM AVA HEADQUARTERS

THE JOURNAL proudly salutes the Commonwealth of Virginia for its outstanding program of vocational education. Virginia has played a very significant role in the development of a sound program of vocational education in this country. We commend to your special attention the story beginning on page 5.

YOUR PROFESSIONAL GROWTH. Knowledge of the program in which one is engaged is a prime requisite for professional growth. The individuals who hold key positions in the field of vocational and practical arts education are those who have a broad knowledge, understanding, and appreciation of all phases of the program.

Reading the AMERICAN VOCATIONAL JOURNAL is the best way for you and the thousands of other AVA members to learn about all phases of vocational and practical arts education. In every issue there are stories dealing with each of the several fields. These articles bring to you the latest developments in practice and philosophy for the various phases of vocational and practical arts education. We strongly urge that you read each issue from cover to cover—not just the portion which deals with your particular field but all the other articles as well. In this way, the JOURNAL can contribute much to your professional growth and help you prepare for the leadership positions which are waiting to be filled now and in the years ahead.

GRANTS-IN-AID PROGRAMS UNDER SPOT LIGHT. During the next 8 to 12 months, the various programs receiving financial assistance from the federal government will be under close scrutiny, as never before. In the months immediately ahead, members of National Congress will be under much pressure to cut or eliminate entirely certain of the grants-in-aid programs. Here are some of the "straws in the wind" that indicate this.

The Commission on Intergovernmental Relations, authorized by P.L. 109 to make recommendations for continuing or eliminating federal grants-in-aid programs, now has its full complement of 25 members. Many educators are wondering if the Commission will make a valid study to determine the need for federal aid for various programs or develop a case to prove that aid is not needed. Time will tell.

The Chamber of Commerce of the United States is sponsoring a study program, through state chambers of commerce, to look into the various programs which receive federal grants-in-aid, including the vocational education program.

The staff of the Council of State Governments has prepared a statement on federal aid to vocational education which proposes that all federal funds appropriated under the Smith-Hughes and George-Barden Acts be eliminated by 1955. This proposal, however, was not approved or discussed at the Governors' Conference held recently at Seattle, Washington.

Budget Director Dodge has directed Department heads to slash budget estimates below those submitted for fiscal 1954.

These "straws in the wind" indicate that friends of vocational education may again be faced with a fight to prevent a drastic cut in vocational funds.

ONLY CONGRESS CAN APPROPRIATE MONEY. We must always remember that federal funds can be appropriated *only* by the National Congress. Commissions, department heads, the Bureau of the Budget, and other groups may recommend or request cuts or deletion of federal funds, but *only Congress* can make appropriations and repeal laws.

Can we keep the support of a majority of the members of National Congress? It can be done if we are thorough in acquainting every member of Congress with the effectiveness and importance of vocational education and with the necessity for maintaining federal aid. An informed Congressman is, in most instances, a strong supporter of vocational education. Those who are not informed about the program and its accomplishments are likely to vote against federal aid to vocational education.

Are members of National Congress from your state cognizant of the importance of federal funds to the maintenance of a sound, effective, nationwide program of vocational education? Are the friends of the program in your community and state aware of the threat to vocational education? Every member of National Congress should be thoroughly familiar with the importance of federal aid for vocational education. Much of the future of vocational education is dependent on their knowledge and understanding of vocational education and the importance of federal funds to the effectiveness of the program.

WHERE A CUT WOULD HURT MOST. We urge all AVA members to study carefully the graph on pages 18-19 of this issue of the JOURNAL. This chart forcefully shows that federal funds go in larger proportionate amounts per capita to the states that are less able to develop and maintain programs from their own resources. A reduction would therefore hurt most where the need is greatest. Reprints of this chart may be obtained from AVA office at 5 cents per copy.

MEMBERSHIP. AVA membership campaigns, stronger than ever, are now being carried on in many communities and states. Leaders in this movement know that the future of vocational and practical arts education depends in a large measure upon strong state and national organizations. You need a sturdy, vigorous organization, backed by a large proportion of the professional workers in the field, to represent you adequately at the national level.

If each present member of the AVA joined now for 1954 and pledged to get one other *new* member, it would strengthen the national association and give added impetus to the profession and to the nationwide program of vocational and practical arts education.

Some states are planning campaigns to secure contributing ($10) and sustaining ($25) members of the AVA from among friends in business, industry, and elsewhere. In other states, school board members are being invited to join the AVA. What is being done in your community and state?

M. D. MOBLEY
Executive Secretary

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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Indexes of the American Vocational Journal are published annually in the December issue. This material is also listed in the *Education Index*.

GUEST Editorial

By

Dowell J. Howard
Virginia State Superintendent
Of Public Instruction

"When man's mind is trained and his hand left unskilled he is only one-half educated."

IT HAS FALLEN to the lot of those who are Americans, as it did to the ancient Greeks and Romans, to make a unique and outstanding contribution to human history. America's system of education may have been the realization of a dream of those who longed for a free society where the hopes and aspirations then reserved for the few would ultimately become the possession of many. America's system of education has become not only the symbol but the means of America's great contribution. The teachers of America are showing us the way to this concept of our democratic society.

Virginians are proud that Thomas Jefferson, whose Monticello remains a shrine, pointed the way. He stated: "Wherever the people are well informed, they can be trusted with their own government," and, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." America's heritage is great and noble, and we must continuously remind ourselves that the development of the talent that lies dormant is our greatest hope.

Aristotle said in 300 B.C.: "We cannot determine with certainty to which men incline—whether to instruct a child in what will be useful to him in life, or what tends to virtue, or what is excellent; for all these things have their separate defenders."

History teaches that no one pattern of education serves the best interest of all individuals. It must not be our concern that a program be academic or that it be vocational. It must be a program designed by the combined forces of education. The problem is universal and as emphasis is placed in one direction or the other it must be because this emphasis is necessary if we are to effectively prepare the individual for the life he hopes to live.

It has been said that, "If the mind is trained and the hand left unskilled a man is only one-half educated." Those who believe that a bright mind is not an asset to vocational skills are laboring under a great misapprehension. Vocational education is concerned with production and distribution; with life in the home, on the farm, in industry, in the store and in the office. Success in any one of these demands a trained mind and a skilled hand—all are basic in the lifeline of our Democracy. America, with approximately seven percent of the world's population, produces approximately 47 percent of the world's goods. I like to feel that vocational education has made its great contribution. Science has developed beyond our fondest hopes—our problem today is that the development of man's mind has not reached the point throughout the world that he can adequately cope with these developments in order that they may all be utilized for the general welfare.

America, with approximately one-sixteenth of the world's population, cannot compete with the manpower of the Eastern world. Our survival depends upon trained minds and skilled and ready hands; upon intellectual competence and superiority.

The very nature of the program of vocational education has been and remains close to the people—the people who understand what is being attempted. Vocational education, like other phases of our educational system, has pioneered in many of the programs of education. Once frowned upon by many and scorned by others, today it stands as a great and important segment of our total educational system. Should Thomas Jefferson return today, I am quite sure he would play his part in rallying all segments of our achievements to the end that they be united in a common cause. Virginia accepts her part of the challenge.

the journal salutes: Virginia

Vocational education has special emphasis as the Old Dominion looks to a new future

TIMES ARE CHANGING — the old Dominion is now frequently referred to as the New Dominion and its citizens are more concerned with the present and the future than they are with the past. Educational leaders, both vocational and non-vocational, are playing an important part in the shaping of the future, for they are fully conscious of their responsibility in adapting educational offerings to the needs of our changing and changed society.

In the brief period of 36 years vocational education has passed through three stages: *trial, general acceptance,* and *demand.* Last year, 74 per cent of all students enrolled in the high schools of the state were enrolled in at least one vocational class. This is one evidence of the present demand. Despite the phenomenal growth that has taken place, administrators are hard pressed to find funds, facilities, and teachers to provide for those who need, want, and can profit by vocational education.

Technological changes and scientific advances in agriculture, business, industry, and the service occupations not only demand that youth be prepared in high school for employment and leadership in these fields but that adults be kept up-to-date as well. Perhaps the problem is a little more acute in Virginia than in some other states because of the trend from an agrarian economy to an industrial one. Half a century ago, for example, 48 per cent of the labor force of the State was engaged in agriculture. Today this group comprises only about 20 per cent of the labor force. Service occupations as well as industry have accounted largely for those who have shifted.

People frequently ask: how big is the job of providing vocational education? This is not an easy question to answer but it deserves an honest attempt. Figures covering enrollments are easy to obtain but figures covering potential desirable enrollments are not readily available. However, a few figures will indicate the nature and scope of the task for vocational educators in the future. Let us examine the nature and scope of our task before considering the progress in accomplishing it.

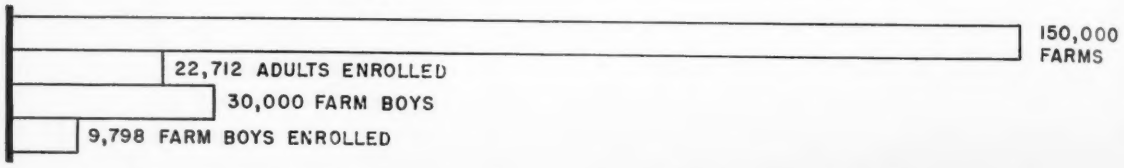
There are 150,000 farms in Virginia and approximately 375,000 workers in agriculture. With 22,722 adult and young farmers enrolled in classes in vocational agriculture we are reaching about 6 per cent of the maximum potential enrollment. Assuming that each enrollee represents a separate farm, only 15 per cent of the farms would be represented. These figures do not include 36,019 adults enrolled in food production and conservation classes. If they were added, the revised figures would be approximately 16 per cent and 39 per cent. By either computation there is a large task ahead. In the case of boys enrolled in vocational agriculture in high school the situation is more favorable. Assuming that half of the 60,000 boys in rural Virginia should take vocational agriculture, the potential would be 30,000. With the 1952-53 enrollment of 9,798, the per cent of boys reached

is 32.7, or practically one-third.

The situation is similar in the other vocational fields. Because there are so many ways of estimating the scope of the task ahead the case of trade and industrial education is given for comparison. There are in the state an estimated 62,711 skilled workers classified as auto mechanics, electricians, masons, carpenters, practical nurses and machinists. Part-time trade extension classes are reaching 3,357 or 5.4 per cent. High school or trade preparatory classes enrolled 2,715 youth last year. Estimating the number of new workers needed as 4,790, the percent reached is about 57.

Having presented a partial, though significant, view of the task ahead in vocational education in Virginia, it is heartening to turn to some of the substantial accomplishments in the five special fields. There are many evidences that the taxpayers' dollars are being wisely and efficiently spent in the "New" Dominion.

Vocational Agriculture



From the tide-washed shores of the Atlantic Ocean to the coal-rich mountains ending at Cumberland Gap, and from the nation's capitol to the North Carolina line, Virginia offers an agriculture varying from seafoods in the east to livestock production in the west; from apples in the north to tobacco in the south.

Meeting the vocational training needs of those who earn their livelihood from the soil and the water, then, becomes the responsibility of the Virginia high school program in vocational agriculture.

From 18 departments with an enrollment of 299 in 1918, to 261 in 1953 with an enrollment of 68,539, is the numerical growth of the program in 35 years.

ENROLLMENT, 1952-53

In-school boys	9,798
Young farmer classes—	
Non-veterans	2,733
Veterans	2,396
Adult classes—	
Evening	5,395
Farm machinery repair	12,198
Food production and conservation	36,019
	68,539

Virginia vo-ag teachers accept the challenge that vocational agriculture for the in-school farm boy establishes the foundation upon which his future success in farming depends.

Last year 7,376 white and 2,422 Negro Virginia farm boys studying vocational agriculture as a part of the high school curriculum showed a project income of nearly 3 million from their supervised home farm practice programs which serve as the basis for classroom study. Throughout the years the project income of in-school students has consistently exceeded the total cost of the program.

In many ways the young farmer program is the most important part of the total program of vocational education in agriculture. Added emphasis have been given to the methods involved in conducting an educational program for young farmers in vocational agriculture and the formation of a State organization of young farmers stands out as the most important forward step in this effort.

Of no less importance than the training of in-school boys and young farmers is an educational farm program for adult farmers. Farmers welcome the scientific approach to farming as necessary to efficient production. The average evening class is representative of 219 such classes for 5,395 adult farmers who, last year, carried out 27,907 improved practices as a result of the instructional program.

With increased farm mechanization, vocational agriculture more and more is being called upon for training programs designed to keep the wheels of farm machines turning. Farm machinery repair classes enrolling 14,389 farmers repaired, overhauled, rebuilt or constructed 44,508 farm implements last year. This is representative of accomplishments in this phase of the program.

Elmer Dallas, Virginia vo-ag student, has a home farming program including 5 head of dairy animals; one brood sow; and 12 a. wheat; 20 a. hay; 4 a. tobacco; 5 a. corn.

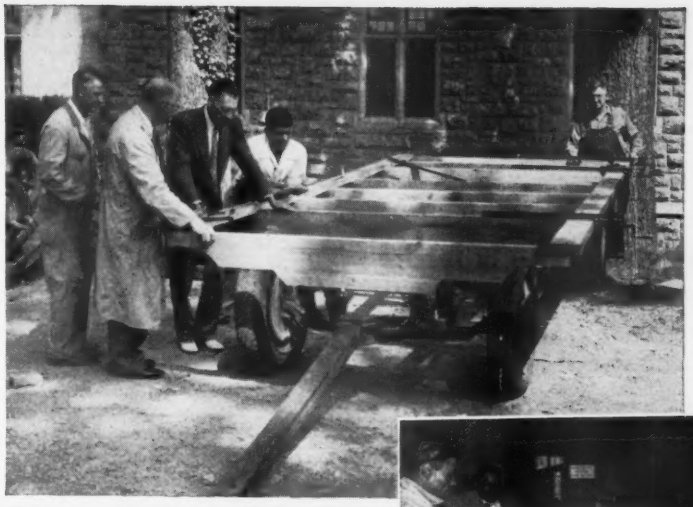
Thousands of tractor farm wagons and trailers have been made by farmers in vo-ag farm mechanics shops. Instructors receive special farm mechanics training in work conferences. In addition to adult farm machinery repair classes 679 in-school vo-ag boys established home farm shops on their home farms last year; 2,681 improved their farm shop facilities and 8,565 repaired or constructed one or more pieces of farm equipment.

Without a doubt, adult classes in food production and conservation and in farm machinery repair have met with wholehearted approval of the farm persons they serve and have brought more adults into closer contact with the school than any other activity of the public school system.

Even with the dry weather last summer throughout southwest and southside Virginia that curtailed vegetable as well as other crop production, 36,019 persons processed the equivalent of 4,404,468 No. 2 cans of foodstuffs in 130 school community canneries.

Farm forestry education, sponsored through the high school departments of vocational agriculture with technical assistance from Virginia Forest Service, has resulted in extensive farm forestry conservation and development including reforestation, fire prevention and an appreciation of the value of the farm woodland as an agricultural enterprise.

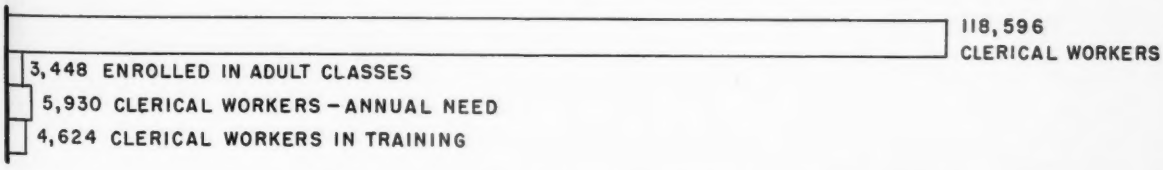
FFA and young farmer judging teams with their teacher of vocational agriculture add incentive and competitive spirit to the program.



Above: Summer school students construct a farm wagon from a truck chassis (third from left, Frank B. Cale, State Director of Vocational Education). Opp: The grain drill is studied by itinerant teachers. Below: Young Farmer, family, and friend.

Recognizing seafoods — oysters, crabs, fish—as an important "cash crop" to many water-side farmers in eastern Virginia, instructors of vocational agriculture in the tidewater area have received special training through the help of the State fisheries laboratory. They teach "seafoods" as an enterprise in vocational agriculture and see that students include seafoods in their supervised farming programs.

Business Education

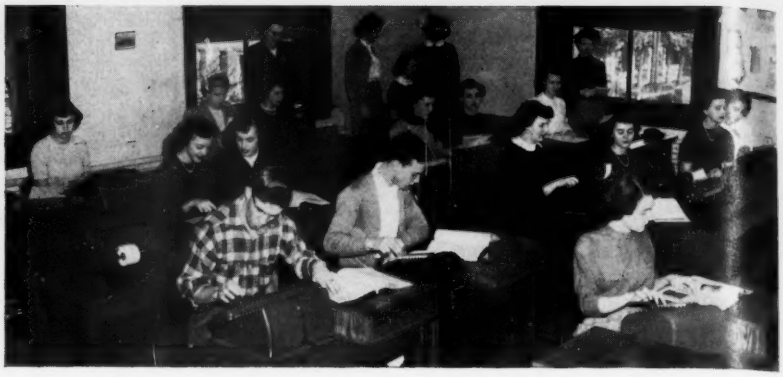


Education or business and economic understanding has been an integral part of the total school program in most of the high schools of Virginia for many years. Approximately 75 per cent of the total enrollments of the junior and senior classes are now scheduled for one or more classes in business. The trend of more and more students to obtain basic business knowledge and skills as a part of their "general education" is increasing with each succeeding session. This trend is apparent in the aggregate enrollments in business subjects which stood at 32,000 in 1947; 41,000 in 1950; and 56,000 in 1953. The 409 public schools offering a program in business education in 1953 represents about 90 per cent of all the 4-year high schools of the Commonwealth.

The high schools of Virginia accept as an educational responsibility provision for comprehensive business education on the personal use, prevocational, and vocational levels. This phase of public education was given official state sanction on July 1, 1945 when the state superintendent recognized the need for a state service through the appointment of a state supervisor to work with the business teachers, high school administrators, and college departments of teacher education.

Since the establishment of the Business Education Service as a coordinate branch of the Division of Vocational Education, official emphasis has been given to the improvement of business education in the high schools through a continuous program of consultative and advisory services to ALL the high schools of Virginia. Under the provisions of the Virginia State Plan continuing assistance has been pro-

Part-time occupational experience is desirable preparation for effective work.



Adequate preparation for the office job is dependent upon a well-equipped laboratory with special emphasis on up-to-date office machinery, supplies, and new practices.

vided through the compilation of state courses of study, building plans, and a manual on organization and administration of the business department. Other services include holding in-service teacher education conferences, clinics, summer workshops, and individual consultation.

The promotion of the vocational aspect of business education through financial assistance in administering the Cooperative Part-Time program known as Vocational Office Training, and the Adult Extension program have been important phases of the further development of business education in Virginia. There are now 24 VOT programs under the direction of a qualified coordinator.

Twenty-three centers have Adult Extension classes serving 3,448 men and women of whom 2,579 were from the employed ranks of business and industry, representing 58 different job titles.

The major aims of the business education program in Virginia are:

TO insure that the business curriculum contains adequate materials for the development of economic understanding needed by all students.

TO provide a curriculum that is continuously revised in the light of community occupational surveys, job activity analyses, follow-up studies, and changing social and economic conditions.

TO encourage local schools to provide programs involving part-time occupational experience as a desirable part of the preparation for effective occupational life after graduation.

TO provide training equipment appropriate to the needs of the job training program in the community.

TO encourage schools to set up adequate provisions for determining the occupational competence of its graduates and to insure that business achievement standards are considered in the training program.

TO emphasize adequate preparation for teachers of business subjects including basic economic understanding, professional and technical education, and appropriate occupational experience.

TO encourage the proper development of business education through the advice and support of employers and advisory committees on the local and state levels.

TO provide leadership in the field of business education that will develop to the fullest extent the potentialities of teachers, students, and resources.

Distributive Education

Distributive education in Virginia is in its 16th year. Pioneering in a new field, leaders have had to face indifference, active opposition, and enthusiastic support. Since more than 2 out of every 5 high school graduates in Virginia enter the field of distribution, it is pleasing to note that progress is steady and substantial. From one to 52 programs in 15 years is a record indicating the growth in favor and importance of this type of vocational education. Moreover, the 1100 DE students last year earned over $589,000.

The first program started in May, 1937 in Waynesboro, a small community in the foothills of the Blue Ridge Mountains. The "Waynesboro Story" is significant because it set the philosophy of the Virginia DE pattern.

DE began on a local level to meet the training needs. It has continued to grow through a need, on the local level, for training.

It proved that the survey of the community and stores is a logical means of determining training needs.

The Waynesboro experiment pointed out the value of training management while training employees.

It showed the importance of offering classes to employees on store time.

It set the pattern for the coordinator to work with merchants' advisory committee in planning the total program.

It showed that initiative is needed by the coordinator, together with the ability to plan and carry out a program of public relations.

Like the training director of a large store, a DE coordinator is responsible for training new employees —high school students interested in retailing as well as adults already employed on the job. At present, this type of training is offered in 52 schools in 45 Virginia communities.

Extension courses for full-time employees are offered in most communities where a high school DE program exists.

The full-time high school cooperative retail training programs are similar in operation to those offered in other states. However, the expansion patterns of the program differ in several respects. The DE program was established first in urban centers. The next step was to provide the cooperative retail training program to those county schools adjacent to urban centers where coordinators in the county schools work very closely with the supervising coordinators in the nearby cities. In a few communities where it is geographically convenient, the coordinator has the responsibility for handling more than one program in different schools. The final stage of development in the rural area where enrollment is limited is the development of the joint program where one coordinator trained in more than one field of vocational education handles separate groups of students.

The DE Club is an integral part of every program. Since the beginning of the Distributive Education Clubs of America, one or more of Virginia's DE students have been elected to a national office and several national contest awards have been received.

It is important that the stores training the students know and carry out the best and most ethical practices in distribution. The coordinator's schedule is therefore arranged at the high school so that he can devote some of his time to setting up training programs for those people who will be supervising student-trainees. The Virginia Retail Institute offers extension divisions for full-time employees in most communities in which a high school DE program exists.

The coordinator's responsibilities as supervisor of the Retail Institute are to organize his local Retail Institute according to the State plan; secure, train, and supervise instructors for the program; promote and maintain enrollment in the courses; and handle all necessary records.

The Retail Institute is divided into two levels of training: Retailing I and Retailing II. Retailing I is the 90-hour basic diploma course for salesmen of goods and services, non-selling employees, managers, supervisors, heads of stock, and others who desire a knowledge of fundamental retail operations. Retailing II is the 150-hour advanced diploma course for supervisors, managers, department heads and owners.

Adult training is not limited to a rigid long term training program. Short unit specialized courses that have been offered include route selling, trait training, basic and new fibers, waitress training, laundry and dry cleaning, and the small business clinic.

A group of employed workers studies various grades of fibers in a DE course on principles and practices of retailing.

In starting DE in Virginia there first was a need for training the coordinators who would be employed by local schools to organize and supervise the program.

In 1937, the year before DE was started on the local level, The School of Distributive Education at the Richmond Professional Institute of the College of William and Mary was founded. This school offers training for teachers of retailing in high schools, in adult programs, in colleges, and in training departments of stores. It also prepares them for junior executive jobs in distribution.

A junior college cooperative program in retailing is open to high school graduates. This course, which is designed for students who want retail training above the high school level but less than college level, is a combination of classroom instruction and store experience. A similar junior college program is also available at the Norfolk Division of the College of William and Mary.

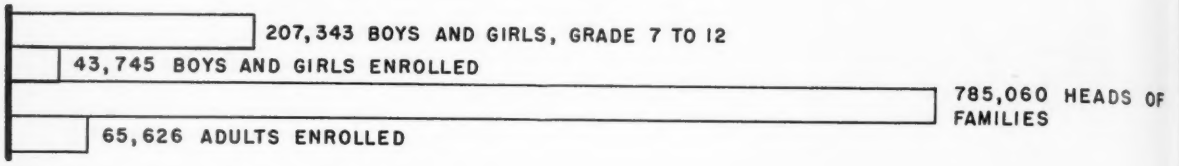
Many small communities and schools in Virginia have been confronted with the problem of their young people leaving home to secure training and employment in distribution in urban centers. These communities were too small to justify a full-time DE program. To meet this need, 3 services have successfully experimented with "joint programs" where one coordinator combines DE with diversified occupations and/or vocational office training, teaching small homogenous groups. (See page 20-21 for complete story of Virginia's experience with this 3-way program.)

The Virginia DE students have made and will continue to make a name for themselves in their communities. Surveys show that the majority of graduates stay in the field of distribution. Many now have their own businesses; others have advanced to junior executives and executive positions; some have gone on to become high school coordinators, college professors, and supervisors on the state level.

In distributive education the youth in training number roughly one-seventh of the annual potential need. This figure is secured by estimating the annual need at 5 per cent of the persons engaged in distributive occupations, or slightly over 7000 as compared with the 1100 in training. However, through adult extension classes other individuals already employed are reached, thereby narrowing slightly the gap between the actual and the potential.

Student Hunter Aldridge gets some pointers on stock work and merchandise information from his Dept. Manager Stanley Clark.

Homemaking Education



Vocational homemaking education in Virginia is concerned with developing educational experiences to help individuals assume the responsibilities of homemaking appropriate to their maturity and the situations with which families are faced today. Offered since its beginning on an elective, voluntary basis, confidence in the value of the program is attested by the fact that 81,209 individuals were enrolled in homemaking classes in 1952-53.

Basic in the development of the program is the recognition that the family and the home are affected in major ways by changes in agriculture, industry, business and other aspects of our national life. Families must face situations involving changes in occupation, residence, housing, income and material resources. Family members must likewise adjust to differences in size, composition and major functions of the family as it changes from a beginning family to a maturing unit. Education in the fundamental processes and skills involved in homemaking exert a stabilizing influence in the lives of individuals enabling them to maintain security and continuity in family living. The quality of family living, likewise, affects the development of the individual including success in his or her chosen activity as a producer of the resources for economic well being.

Vocational homemaking education has been a part of Virginia's public school program since 1917, when, through Congressional Act, federal funds, matched by State and local funds, were made available. The program is a cooperative endeavor of administrators, interested community members, parents, pupils and teachers. Offered in only 2 high schools in the beginning, with 579 pupils enrolled, the program has grown to 392 schools with vocational homemaking departments. Through vocational homemaking classes, 47,067 in-school youth were reached in 1952-53. An additional 49 schools had non-vocational homemaking programs and only 20 schools did not offer homemaking as a part of the curriculum.

Since vocational homemaking education in Virginia increasingly serves the needs of the entire family, work with adults is an important aspect of the schools' program of homemaking. A total of 34,142 adults were reached through organized classes for adults during 1952-53.

The 560 teachers and supervisors who participate in the development of the vocational homemaking program are proud of the privilege of working with families and communities in the betterment and enrichment of family living in our State. In order to make the best contribution to the preparation of girls, and boys too, for living in their parental homes today and eventually for establishing homes of their own, emphasis has been given to educational activities that encourage:

Appreciation of the importance of the family as a creative, educational unit in our society.

Better understanding of family and individual needs which are basic to the production and use of resources.

Growth of the individual as a healthy, well rounded, mature person.

The development of homemaking skills and abilities necessary to facilitate progress in preparation for homemaking.

The improvement of home and family living for others in the community.

Key improvements in the quality of homemaking education during the 36-year expansion of the program have stemmed from these objectives and have included the following major developments:

Educational experiences in homemaking have been extended to include problems in all areas of family living. Child development, family life, foods and nutrition, housing, budgeting, family recreation, clothing, health and home care of the sick are included.

Directed home experiences have become an accepted, integral part of each course.

The development of summer experiences with pupils and families has enabled the program to serve their interests and needs more directly and continuously.

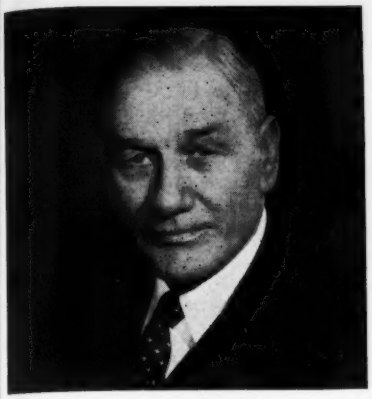
The organization of Future Homemakers of America and New Homemakers of America as integral parts of the program has provided training for leadership and participation in community activities for better homemaking.

Development of supervised school lunch program has contributed to the health and physical and mental development of children.

Provisions for many new homemaking departments and school lunch rooms are designed to achieve the recognized objectives of the total program.

As long as the home continues to be the foundation of our democratic society homemaking education has an important role to play in our educational system. As our society becomes more complex this role will become increasingly important.

"For boys, too," describes the attitude toward homemaking education in Virginia. Activities for boys are developed through regular classes, FHA, and exchange classes.



Governor Battle

Virginia's Governor Battle Congratulates Vo-Ed

IT IS a real pleasure for me to acknowledge with appreciation this salute to Virginia and to congratulate vocational education for its long and successful educational service to the citizens of our State.

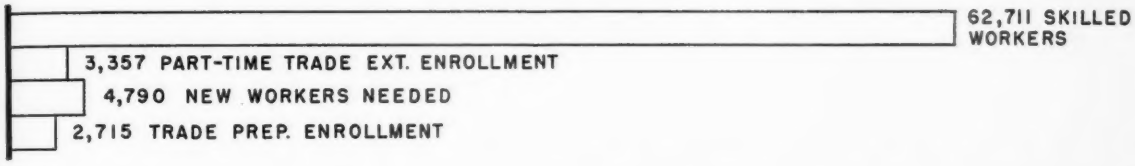
Recognizing that the progress of a State is in direct proportion to the welfare and capacity of its citizens, Virginia long ago demonstrated her interest in vocational education as an important means of training for efficient production and distribution of goods and the establishment and maintenance of sound economy and happiness in our homes. In fact, Virginia's General Assembly in 1908, enacted provisions for the establishment of schools for training in agriculture, home economics and industrial arts, antedating by nine years passage of the Smith-Hughes Act creating the present national program of vocational education in 1917.

Virginia is proud of the fact that she holds the number one Charter of the Future Farmers of America organization and that the constitution of the national organization as well as the national youth organizations in the other fields of vocational education are similar in form and purposes to the original plan of the Future Farmers of Virginia founded in 1926.

It is a hopeful sign to observe the steady progress of vocational education as an important segment of our educational system. It is gratifying to note the recognition of its importance by the citizens of our Commonwealth.

(Signed) JOHN S. BATTLE
Governor of Virginia

Industrial Education



Trade and industrial and industrial arts programs provided training during 1952-53 for 49,588 persons.

In the part-time classes for employed workers, instruction was given in 53 different vocations. They covered classes for nurses, cotton mill employees, coal miners, personnel of the Rural Electrification Administration, and workers in practically all of the machine and construction industries and those apprenticed under the state apprenticeship law. The state apprenticeship law requires state and local boards responsible for vocational education to provide related training for all apprentices.

Pre-employment training in the trade and industrial occupations was carried on in the technical schools, high schools in the larger cities and through the diversified occupations programs.

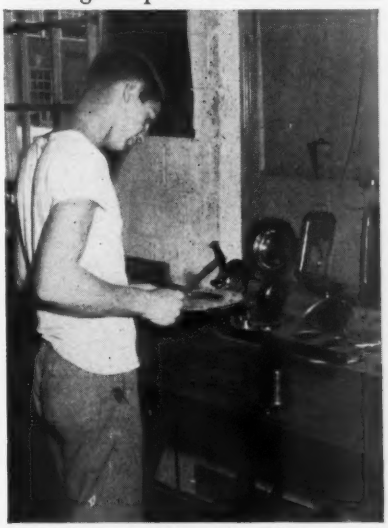
The technical schools are so located in Virginia as to make training available to those whose home schools cannot justify the more specialized offering.

Regional technical schools, owned and operated by local school boards, enroll students from all parts of the state. Offerings in highly specialized trade and technical fields are divided among those schools to avoid duplication. The following are in this group: Danville Technical Institute, Danville; Woodrow Wilson Technical School, Fishersville; and Manassas Technical School, Manassas.

Area technical schools offer pre-employment training to persons within daily commuting distance. Such schools are: Wise County Technical School, Wise, and Washington County Technical School, Abingdon.

Regional high schools with vocational departments are: Manassas Regional High School, Manassas, and Christiansburg Industrial Institute, Cambria.

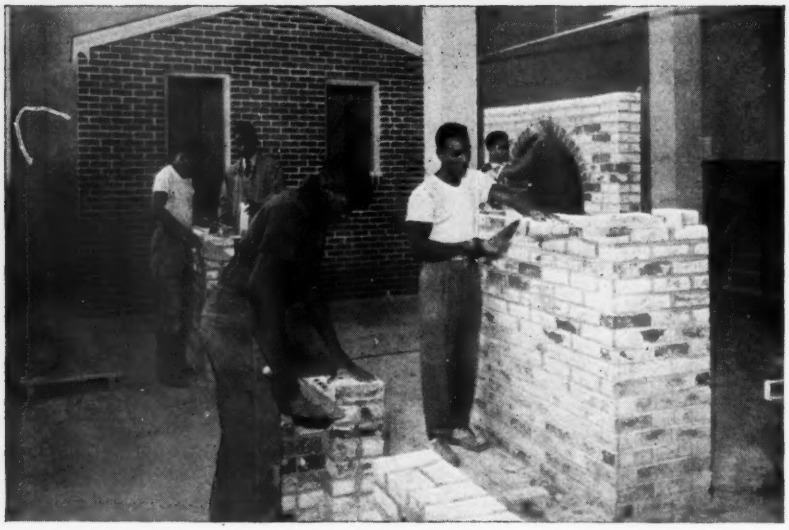
College departments with trade and industrial offerings below college grade are: Virginia State College, Petersburg and Norfolk; The Technical Institute of the College of William and Mary; and Virginia Polytechnic Institute, Norfolk.



Industrial arts offers this student experience in art metal; Granby H. S., Norfolk.

Through the Diversified Occupations Program, training has been made possible to high school boys and girls in a wide range of occupations. Thirty-eight different trade and industrial type occupations were represented in the 32 programs operating during the past school year. One of the outstanding features of the Diversified Occupations Program has been the high employment record of those students completing the program. Follow-up results showed that of students completing the program for the 5 year period up to 1950, 63 per cent continued in employment in the same occupation in which training was received.

In addition to the regular trade and industrial programs, 33,460 boys and girls were enrolled in industrial arts classes in the high schools and junior high schools of Virginia. Industrial arts shops and laboratories have in most cases been organized on the general shop basis and provide exploratory experiences in the several activity areas. The most popular and prominent are woodworking, electricity, drafting, metalworking and the graphic arts.



Vocational masonry at Peabody High School includes construction of brick houses.

Nine area Industrial Education Teachers' Clubs have been organized in Virginia. These represent all geographic areas of the state, making it possible for teachers and supervisors to attend meetings within a close radius of their homes. Some of the clubs met once each month and others bi-monthly throughout the school year.

The annual highlight of club activity was the state meeting held in Richmond on April 18. At that time nearly 400 industrial education teachers and those interested in industrial education attended the all day convention. Besides the traditional banquet, there were industrial exhibits, school exhibits and nationally known speakers whose topics were geared to interest all who attended.

The activities of the Diversified Occupations Clubs of Virginia included 2 state-wide conventions which were participated in by delegates and members of 26 local club chapters.

In addition to the Diversified Occupations Clubs of Virginia, industrial arts clubs have been organized in many of the local high schools.

In common with the other areas of vocational education the Trade and Industrial Service is committed to a changing program. The growing trend towards an industrial economy demands constant revision, additions, and occasional deletions to keep the program abreast of the changing times.

* * *

These are some of the highlights of Virginia's program of vocational education. Much would have to be added to make the picture complete. The system of supervision, the program for the training and up-grading of teachers, provisions for research, the coordination with other agencies with similar objectives, and examples of individuals whose lives have been greatly influenced by the program are all no less important because the limitations of space do not permit their inclusion.

Leaders in vocational education in Virginia deeply appreciate the consistent support given them by the Governor of the State, representatives in the National Congress and the State Legislature, and many others in public life. Such support encourages them to continue to strive to develop and perfect a program in vocational education that more fully meets the needs of our youth and adults and, at the same time, makes proper contribution to the total program of secondary education in the State.

Virginia Staff Members Observe Summer School Activities

L. to r.: Frank B. Cale, State Director of Vocational Education; T. J. Wakeman, Teacher Trainer in Farm Mechanics; H. W. Sanders, Head, Vocational Education Dept., Virginia Polytechnic Institute; B. G. Cromer and H. E. Wilhelm, Vo-ag Teachers; and R. E. Bass, State Supv., Agric. Educ.

a teacher tells how to move

Full Steam Ahead

to engineer a vo-ag program that's a real community asset

A VOCATIONAL AGRICULTURAL PROGRAM in a community may be likened to a train. Each car is a teaching device or method loaded with educational ideas. You are the engineer who makes up this train and drives it toward its destination—the educated and trained farmer.

Just as you are about to sit back and ride your train in comfort, you will run into breakdowns and stops. You must halt and check to see if what you are doing is of value to your students. As times and students change, you must rearrange the cars in your train for more effective distribution. Some must be sidetracked and other new ones must be added.

Our systems must continually be revised to keep up with the times. Just as we've moved from horse pulling contests to tractor rodeos, so we must also change our book methods into visual and doing styles of learning in the new approved ways. My own experience in teaching vocational agriculture in Neponset, Illinois, is typical of this process.

When I started teaching in Neponset, I was a real greenhand. Just out of college, a greenhand to the system of teaching used by my predecessor, and a stranger in the community where I was to teach, I had a lot to learn.

My first problem was to get acquainted. This I did by visiting students and farmers, teaching a "shotgun" course in adult evening school, attending school functions, studying, surveying, planning, attending summer school and using an advisory council.

Two years of teaching experience showed me that I must re-organize the program of teaching to better fit the needs of the people of the community. My two main objectives became (1) helping farm boys to get established in farming and (2) teaching farmers of the area new and improved methods.

The course outline at the school followed the old, standard 4-year Crops and Soils, Farm Management, Livestock, and Farm Mechanics. After my first year, the outline was revised into Agriculture 1 for freshmen, Ag 2 and 3 alternated for sophomores and juniors, and Ag 4 for seniors. Subject matter was rearranged so that each class received some instruction on phases of crops, livestock, management, and shop each year. This method has made the course more interesting and practical in respect to the students' ages and their farming programs.

My immediate concern in the community was the high school group. I found that each boy was accustomed to having only one project—in many instances students were town boys with a "garden" project. Through the help of the school principal, we eliminated town boys from the course and inaugurated the "farming program" method of supervised farming, which after 7 years, has made much progress.

The Future Farmers organization appeared to exist primarily for recreational purposes. This took time to change, but soon we did set up the chapter's first program of work. Trips were organized to conventions and contests for the first time, and freshmen were taught a unit on the FFA. The FFA program was finally integrated into the daily teaching program.

As for adults, I tried many different kinds of classes, from a one-subject short course to a series of talks by outside experts. Most success was achieved by enrolling husbands and wives in a "Mr. and Mrs. Meeting" class where farm and home problems were discussed.

Needless to say, the veterans program did much to boltser adult interest in the Neponset school. Any teacher who has neglected doing his best in the veterans program has lost the most valuable method there is for gaining community support. I have instructed 98 veterans in our community, and they are enthusiastic boosters of our program.

by Vernon V. Luther
Vo-Ag Instructor
Neponset, Illinois

When I started teaching at Neponset, teaching aids consisted of a small ag room, some old books, and a few hand shop tools in a small storeroom. One cannot do much to develop interest and arouse enthusiasm in students without equipment and facilities, and it took some time to build up the department's facilities.

In my second year, the school rented another building and the school board bought $300 worth of hand tools. Two years later the school board was convinced of the need for a farm shop and built one adjoining the school.

With class room and shop facilities improved I turned to livestock and crop facilities. Much of our project instruction is done on the farm on class time, and to facilitate transporting materials and students I purchased a ¾ ton panel truck and find it one of the most useful items of the program.

Since most of my students had opportunity to carry out livestock projects, but not crops, I felt that we should have some farm land for a laboratory in order to provide complete farming experience. Four years ago a 12-acre farm was rented near the school, and for 2 years FFA members farmed it with their parents' machinery until enough money was made to buy a Ford tractor, disc plow, harrow, planter and seeder. The farm is on a rotation plan, and students do most of the work on school time.

A community program of vo-ag must be systematic to accomplish goals. A certain sequence of events should be established as annual institutions and these should be integrated with the school work. In Neponset the course outline is supplemented by regular trips. A fall Parent and Son Potluck Get-Together, a winter All School Lunch and program, and a Father and Son Banquet in the spring have become annual events.

Each year the FFA and Agriculture Department sponsor a Tractor Rodeo for the 23 schools in the section with promotion of safety as the main purpose. Another major annual event is a soil testing clinic, held after corn picking, when FFA members analyze soil free and give advice on fertilizer to local farmers.

A monthly newsletter sent to each farm home by our ag department has been a most valuable means of publicity. When the vo-ag program is geared to community needs, it will generate its own support, but it is always helpful to promote and advertise your program.

what you can do with

Joint Planning

TWENTY-FOUR AREA TRADE schools are operated under the Louisiana State Board of Education at the present time. They are widely distributed throughout the state and provide excellent coverage of the vocational-industrial education needs of the 64 parishes (counties).

The original school is located at Bogalusa, a gift through public subscriptions in 1931 to the Washington Parish School Board for the trades training of young men, as a memorial to W. H. Sullivan, general manager of the Great Southern Lumber Company. This school was deeded to the state in 1934, after which the legislature created units in Shreveport, Monroe, Baton Rouge, Crowley, Opelousas, Cottonport, Natchitoches, Winnfield, and Lake Charles. In 1946 the legislature appropriated funds necessary to build and equip schools in Houma, Gretna, and Jennings; while in 1948 eleven additional centers were added, making a total of 24 state-operated area trade schools (see map).

Following the 1948 appropriations, local advisory committees were formed, which, with counsel and advice from the State Department of Education, surveyed the needs of the parishes to be served by the 11 new schools. The buildings were then designed to house the shops and classrooms in accordance with the recommendations of the committees. In most cases, land adjacent to a public high school was donated by the local board of education as a building site.

The instructional materials laboratory was given the job of supplying instruction sheets for the various courses of each school. From these instruction sheets the equipment lists were prepared and bids requested.

Farm mechanics, auto mechanics, carpentry, and commercial subjects (shorthand, typing, bookkeeping, etc.) proved to be the most needed courses for inclusion in these new schools. These findings by the local committees were verified by statistics from the Louisiana Department of Labor.

Modern design and flexibility feature the construction of these 11 new units. With minor changes, shops can easily be converted for training in other occupations, as the industrial pattern changes or war training dictates.

These 24 schools serve their respective areas with both extension and trade preparatory courses. If the need arises in a community for type A, B, or C preparatory training, the trade school for that area analyzes the situation and provides the course or courses needed. This is always done in close cooperation with the local school superintendent and school board, who very frequently supply the housing and equipment. Trade extension classes are promoted in the usual manner in cooperation with labor and management, with the full support of all local public school officials and boards.

Thus, Louisiana's state-operated trade schools are truly "area" in nature, in both trade extension and preparatory training.

How Louisiana's 24 area trade schools provide good coverage for 64 counties

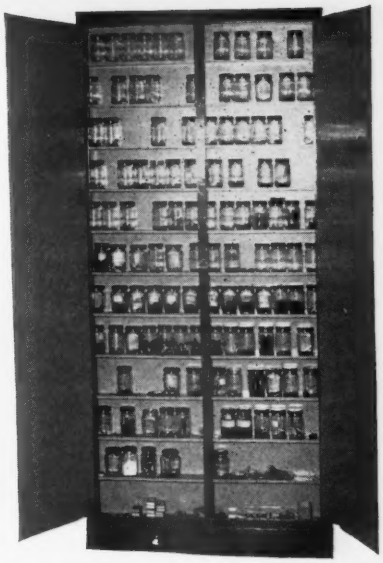
By J. E. Hampton
Supervisor T & I Education
Northwestern State College
Natchitoches, Louisiana

This is the fifth article in the IAPPC series: *Principles of Planning Industrial Art Shops.*

How to plan

Storage and Supply Centers

with inventory systems



An adjustable-shelf locker offers "ready" storage for small parts and supplies.

By Marshall L. Schmitt, Associate Professor of Industrial Education, University of North Carolina; John Hurley, Director of Industrial Arts, New York, New York; and Wm. R. Mason, Supervisor of Industrial Arts, Cleveland, Ohio.

ARCHITECTS SPEND LONG hours over their boards planning school buildings which will give the taxpayer the most for his money. In so doing, they are quite apt to squeeze storage space to an absolute minimum for laboratory type classrooms. Industrial arts teachers set 250 square feet as the minimum for general supply storage needs. This includes lumber. We hasten to point out that since every shop is different, demand for storage space will also vary.

Shops used for adult evening classes need more supplies, hence more storage space, than those only used during regular class time. Senior high school boys make larger woodworking projects than elementary students, hence more lumber rack space is needed in senior high school than for elementary. The number of pupils provided for, the type and quantity of supplies to be stored, and the size of stock or inventory which must be carried are other factors to be considered. Shops using quantities of small supplies may get along well with storage cabinets, while more bulky supplies like lumber and steel may require special storerooms.

A *rough* idea of floor area needed for storage purposes can be formed by estimating on the basis of 10.5 square feet per pupil. The factors just mentioned should also be considered and favored.

The location of storage rooms is another important factor for consideration. Every shop or group of related shops should have storerooms separate from other classrooms. Adult education classes should store supplies in their own cabinets and storerooms. Heavy and bulky materials such as lumber and steel should be stored conveniently to the delivery unloading platform and still be in direct access to cut off machinery in the shop. A good arrangement is to have these rooms open onto the unloading dock on one end and into the shop on the other end. Special racks for these heavy materials should be laid out with an eye to easy access, accurate inventory, minimum of material handling from dock to shop, and sufficient size to accommodate maximum quantities of required stocks.

Shelving, cabinets, and special bins should be planned for less bulky items. Spacing between shelves should vary or the shelves should be adjustable so that items of different sizes and heights may be accommodated.

Standardization of cabinets, lockers, and shelving should be adopted whenever possible. Interchangeability within shops, addition of more shelves and panels, and supplementing storage space with conforming cabinets is readily possible. Many companies now manufacture such standardized units suitable for tool and small parts storage. They are less expensive than tailor made, factory built units and compare favorably in cost with those specially built on the job. Photographs included here illustrate two types of factory built standardized metal cabinets with adjustable shelves.

LUMBER AND METAL STORAGE AREA

There is considerable argument over the advantages and disadvantages of horizontal and vertical lumber and metal storage racks. Where lumber is stored horizontally, supporting arms must be heavy enough to hold necessary quantities of lumber. Sides should be open for convenience in loading and unloading. Vertical lumber storage racks should slant so that boards will not slip out. Racks should be constructed in such a way that the boards are stored edgewise for ease in sorting and selection. To give this type of rack a slant, the bottom of the shelf should be forward approximately one and a half feet from the top of the rack. Short pieces or "ready" stock may also be stored in this type rack.

Scrap iron, angle iron, and metal bars in any lengths are perhaps easier to store in a horizontal rack. A color code system painted on the ends of bars of metal helps in identification.

SYSTEMATIZED STORAGE

As soon as storage space is planned and available, an accurate method of keeping track of quantities of stock on hand is needed. Here is a system that will help you locate what you want when you want it! The whole system is predicated on the assumption that students should have access to "ready supplies" in the

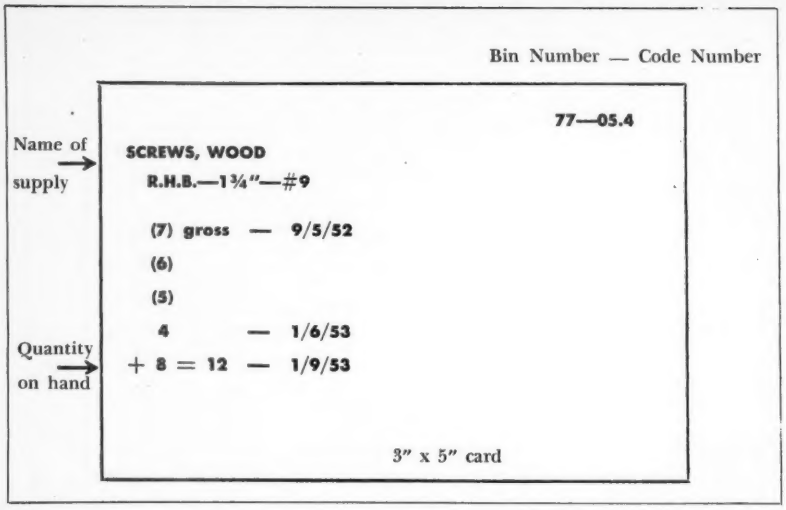


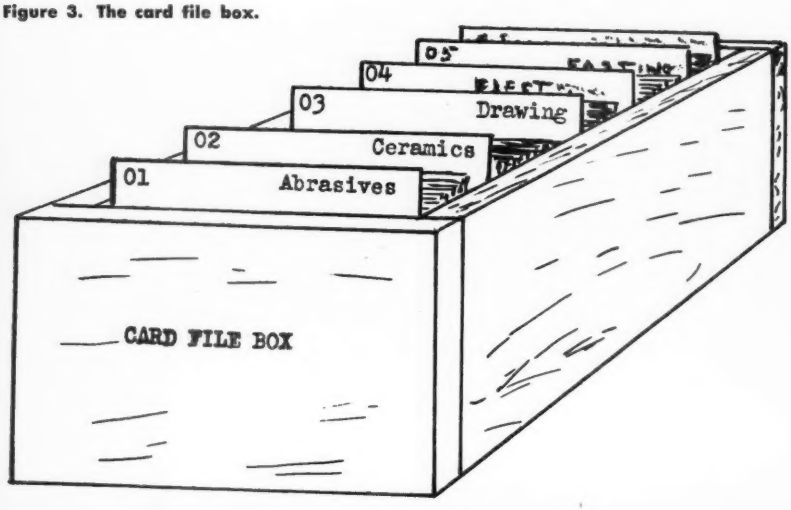
FIGURE 1. The Inventory Card. Where a school system supplies items from a central warehouse by code number, or where the item needs special specifications, time is saved on reordering by including such information. Small sketches may be added.

FIGURE 2. A typical code system demonstrating the "materials classification."

CODE SYSTEM

Code Number	Classification	Code Number	Classification
01	Abrasives	011	Plastics
02	Ceramics	012	Arts and Crafts
03	Drawing	013	Textiles
04	Electricity	014	Tools
04.1	Radio	014.1	Tools, Wood
05	Fasteners, General	014.2	Tools, Ceramics
05.2	Machine Screws	014.3	Tools, General
05.3	Wood Screws, F.H.	014.4	Tools, Metal
05.4	Wood Screws, R.H.	015	Welding
05.5	Brads and Nails	016	Wood
05.6	Nuts, Machine	017	Lubricants
06	Finishing, Wood	018	Chemicals
07	Graphic Arts	019	Jigs and Fixtures
08	Hardware	020	Spare parts
09	Leather	021	Glues and Bonding Material
010	Metals	022	Teaching Aids

Figure 3. The card file box.



shop area in which they are working; the storage supply should provide extra material for use as the "ready supplies" become depleted.

Extra supplies are unbroken cartons or bundles or uncut bars and boards. When units of supplies are broken for use, and only part is taken, the entire unit is entered as consumed. An entry need not be made on a perpetual inventory card every time a box of nails or a few feet of lumber are withdrawn for use. This would be a waste of time and would serve no useful purpose. Any convenient record of such small withdrawals can be kept. A library card or a notebook will serve, with totals entered on the inventory cards at regular periods and always just before requisitions are made out.

A storage supply system can work in any shop. The system featured here is a "running inventory with a code system." It helps the students and teachers in many ways by providing an easy and quick check for locating supplies; accurate information on supplies that are running low; flexibility (new and old supplies are rearranged easily), a means for "dead" storage as well as "live" storage; and desirable learning experiences.

SOME BASIC PRINCIPLES

Each supply item is listed on its own individual inventory card.

All supplies of a *similar nature* are given the same code number.

Specifications must be accurate.

General areas should be provided in the supply room for major materials and tools, i.e., metal screws, wood screws, extra metal tools, etc.

Spacing should vary between bin shelves. Special bins should be constructed for storing leather, dowels, etc.

Supply room must be lockable.

THE INVENTORY CARD

Each supply item is recorded on a 3" x 5" card as shown in Figure 1. The name of the supply and/or specification is placed in the left hand corner. Sometimes a small sketch is added to make the item clearer to those who use the supply system. The quantity of identical items is listed below the name. Any time a supply item is removed from the supply room, the card is checked and the remaining amount placed on the card. This provides the teacher with a constant check on supplies that are active; he then can reorder promptly when supplies get low.

The bin number and code number are placed in the upper right hand side of the card—the bin number on the left and the code number on the right, separated with a dash. Refer to Figure 1.

THE CODE SYSTEM

The code system will vary for each shop because of varying instructional materials. A typical code system with the "material classification" is shown in Figure 2. Notice that classifications are not alphabetical; they could be rearranged and alphabetized if desired, but the classifications are not lengthy and may be easily found.

If shop facilities grow to a large scale, material classifications could be put in book form and alphabetized.

There are two main purposes of a code system. First, it provides a means of grouping all supply items of a general nature under one heading (01 Abrasives, etc.) and, second, if the cards are misplaced or the inventory card file box upset, it is a relatively easy matter to put them in order again. The zero or cipher preceding the code system is used to easily identify it from the bin number. Some code numbers have decimals. The purpose of this is to further break down the inventory cards so one will not have to search through all types of screws to find a machine screw, hence; the 05.2, etc. This is also found convenient in identifying types of tools.

This card system is flexible. It may be expanded by adding a classification and a code number. Any deletions can be arranged by removing the cards, refiling and omitting the code numbers.

ITEM _____ LIST NO. OR NON-LIST _____

SIZE & NO. _____ UNIT OF MEAS. _____ SUPPLY BOOK CLASS'N _____

ROOM NO. _____ ROOM FILE NO. _____ DEP'T. _____ DEP'T. FILE NO. _____ STOCK LOC'N _____

CODE FOR EXPLANATION | C-CONSUMED IN SERVICE D-DAMAGED BEYOND REPAIR L-LOST R-REQUISITION NO. T-TRANSF'D OUT (INDICATE PLACE & ON WHOSE ORDER) W-WITHDRAWN FOR SCHOOL USE | APPR. PRICE ANN'L NEED (EST.)

1 DATE OF ENTRY	2 UNITS REQ'N'D	3 UNITS ADDED	4 UNITS TAKEN	5 EXPLANATION	6 BALANCE ON HAND	1 DATE OF ENTRY	2 UNITS REQ'N'D	3 UNITS ADDED	4 UNITS TAKEN	5 EXPLANATION	6 BALANCE ON HAND

SCHOOL _____ ITEM _____ 77-8725-100M-3-49 SUPPLIES INVENTORY CARD LIST No. OR NON-LIST

This supply inventory card, used by a large school system, is an efficient storage aid.

HOW TO USE THE SYSTEM

Before attempting to use a system like this, one must know approximately what he needs (i.e., wood screw, welding rod, etc.). The assumption is that if you know what you want, the system will help you find it! (Caution: *If* students are allowed to use the supply room and get items from shelves, they should understand the system and follow it or the program will ultimately break down.)

HOW IT WORKS

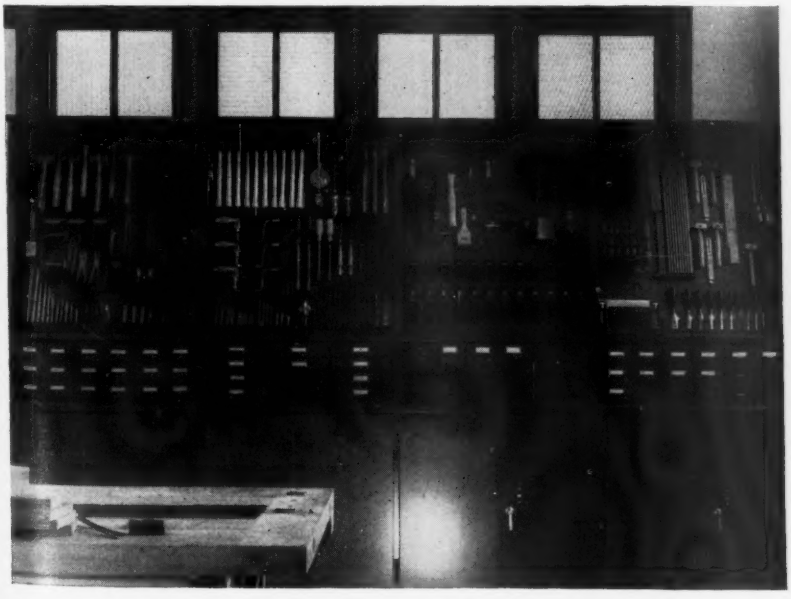
Suppose a box of wood screws is needed to replace the "ready supply" out in the shop. First of all, determine what is needed. In this case, one box of R.H.B. wood screws 1¾"-9 is needed. They are fasteners, so look under the classification "Fasteners" until the code number is located. Refer to Figure 2. The code number for wood screws, Round Head, is 05.4. Go to the card file box and locate code number 05.4; then select the inventory card for wood screws 1¾"-9 R.H.B. See Figure 1. The inventory cards for screws are filed by the wire gauge size which helps save time in locating the screws. The card gives the bin number 77 as the location for these screws and lists 5 gross on hand. If only one box is removed from bin 77, the inventory card should have the "5" crossed and a number "4" written in to indicate that there are four boxes of screws of that type remaining. On 1/9/53, eight boxes were added. The inventory card should *not* be taken out of the card file box unless the supply item is completely depleted. Some teachers prefer to make periodic checks on supplies rather than to record each withdrawal. Immediate recording takes little time, however, and is desirable.

THE CARD FILE BOX

The card file box is important and should be made large enough to hold all 3" x 5" cards needed (about 800 different cards). The box may be of wood and sections or classifications made with manilla separations. See Figure 3. Each group of cards under the material classification is alphabetically arranged or placed in a convenient order for use. This facilitates locating the right card quickly.

THE "OUT" BOX

When the last item of any material is removed from the storage room, the card is also taken out of the card file box and placed in an "out box" for reordering. The "out box" is a container to hold a small quantity of cards and is placed near the card file box for convenience. This serves as a double check—not only does the teacher have the specifications for reordering, but also the quantity previously ordered. This serves as a very accurate guide for reordering correct quantities. In addition to the "out box" kept in the supply room, a clip board is also handy on which to write down supplies needed for future use. These would include new supplies not previously purchased. As shown in Figure 1, on January 9, 1953, 8 gross 1¾"—9 screws were received and placed in storage bringing the supply up to twelve gross. Receipts should be listed at the time delivery slips are checked.



This standardized, factory-built, metal cabinet is suitable for tool, small parts storage.

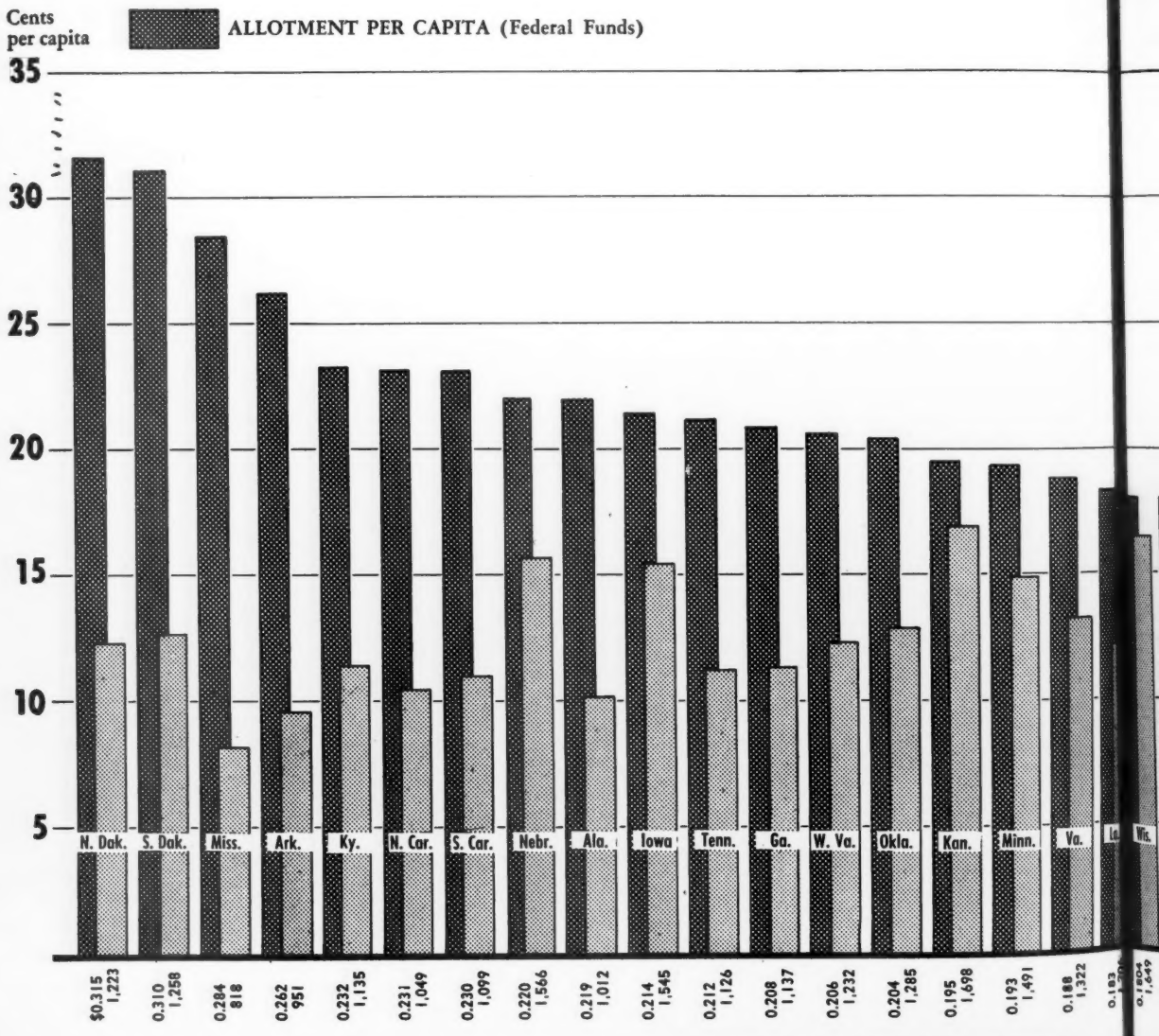
Comparison of Average Per Cap
Receipt of Federal Vocational Fu
Provisions of Smith-Hughes and

This graph shows the relationship of the average per capita income people available per capita under the current George-Barden ($18,673,261) and Hughes

It clearly shows that the states with the lowest average per capi ones rec means that federal funds under the provisions of the Smith-Hughes and Barden are less able to develop and maintain programs from their own resources. duction hurt most where the need for assistance is greatest.

For example, the average annual per capita income in the State of ippi, ac capita receipt of federal vocational funds is $0.284. In California, the annual vocational funds is $0.106.

States receiving minimum allotments of federal funds are not incl the g basis with other states. The minimums were established on the theory th gress w education acts.

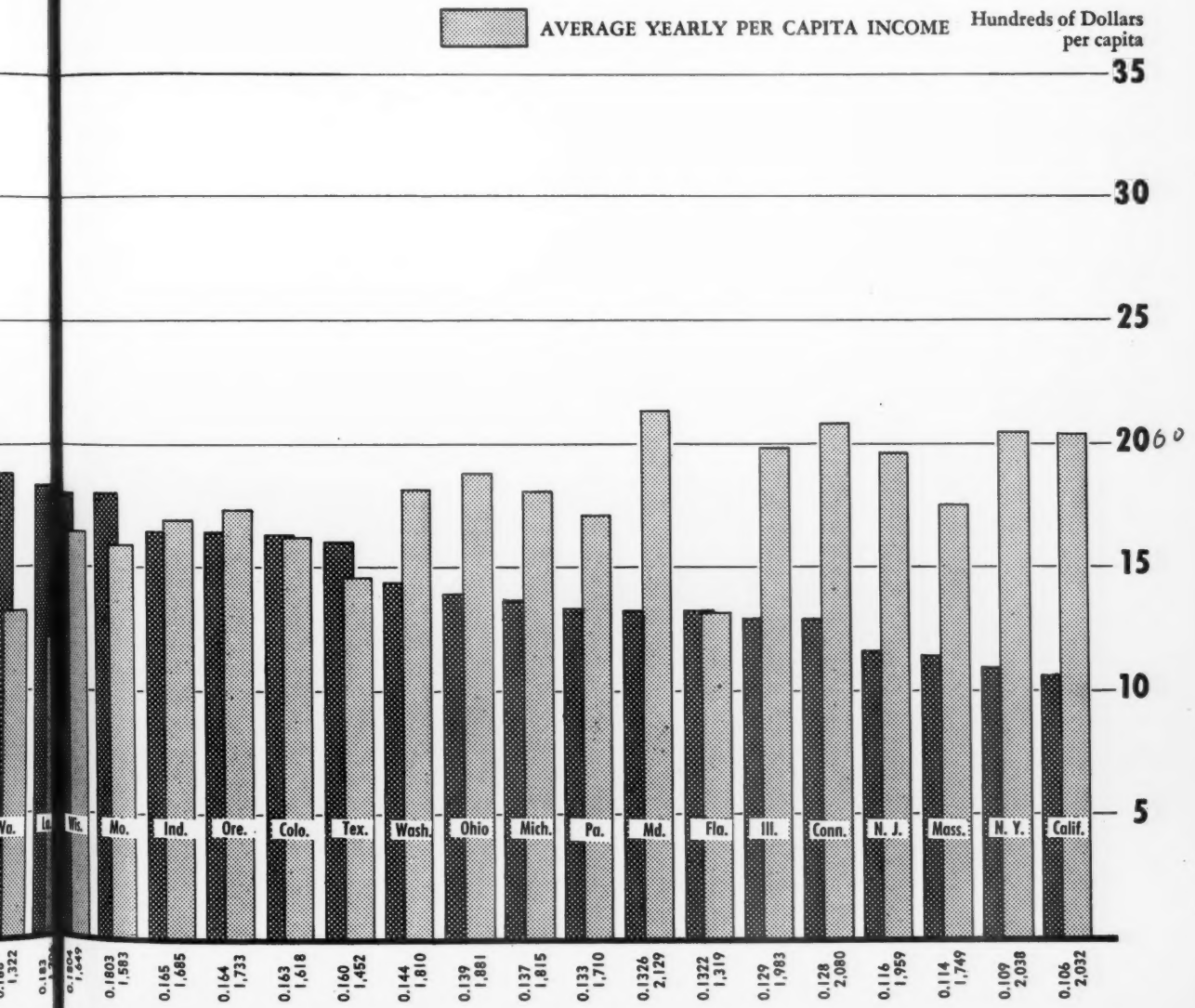


pita Incomes with Per Capita
nds Appropriated to Carry Out
d George-Barden Acts, 1953

people of the several states to the amount of federal vocational funds made
Hughes ($7,285,122) vocational appropriations.
es receive the largest amounts per capita of federal vocational funds. This
Barden Acts go in larger proportionate amounts per capita to states that
duction of federal appropriations for vocational education would therefore

ippi, according to the U. S. Department of Commerce, is $818, and the per
annual per capita income is $2,032, and the per capita receipt of federal

the graph because they are not receving appropriations on a comparable
gress would appropriate the full $36,585,122 authorized by the vocational



3-way Program?

Virginia shows you how to do it...

JOINT WORK-TRAINING programs seem to be the solution to a problem vocational education has faced for many years.

Density of school and business population has always determined whether or not any phase of a work-training program should be established in a community. In the very small community, specialized related training in distributive education, vocational office training, and diversified occupations for small, separate, and homogeneous groups of students has been prohibitive from the standpoint of expense alone. The school administrator could not consider the employment of a full-time specialist in each of these areas. However, there is scarcely any school community—regardless how small—that does not have some students who would like training in a field other than agriculture or home economics. Joint work-training programs provide for competent instructional services in all 3 specialized areas.

Potentialities for expanding the joint work-training program in Virginia are limited only by the number of small schools. Almost all 4-year high schools in the state maintain a business education department. Of the 409 departments in operation in 1952-53, 306 had only one business teacher. Practically all of these one-business teacher schools are potential centers for a joint work-training program.

The first effort was made in Culpeper where one coordinator successfully conducted the joint DE-VOT training program for a 2-year period. Last year, joint programs were extended to 5 DE-DO programs. These pilot experiments proved sufficiently successful to be extended this year to 3 VOT-DE programs; 8 DE-DO programs, and one DE-DO-VOT program. The one 3-way program is in the small town of Berryville.

All 3 services have, of necessity, made concessions in the standards established for qualifications of coordinators as required for the full-time programs. Occupational, professional and technical requirements have been modified. In most cases, however, the 11 or 12-month contract given the coordinator provides opportunity for him to qualify after he is on the job.

Supervision of the coordinator of joint programs has proved more effective than sometimes happens in a regular full-time work-training program. The 3 services involved plan supervisory visits at a time convenient to all. Supervisors share their experiences at periodic informal conferences in the state offices. Improved techniques are shared in all 3 areas and all supervisors are agreed that the basic test of the success of this first joint work-training program effort is dependent upon a harmonious cooperative attitude emanating from the state and reflected in the attitude of the joint coordinator.

An interesting development in the work training programs is the discovery of the need in some communities for expanding the existing offerings. Where increased enrollment justifies the services of more than one coordinator, the additional coordinator would become a specialist in any or all of the 3 services. The necessity for expansion has come about through school consolidation, annexation, and population increase.

It wasn't too long ago that personnel management in stores felt that one person only should be employed to do one specific type of job. In merchandising, the shoe man remained a shoe man; the yardgoods salesman stayed in the yardgoods department. Certainly the thought was prevalent that "once a millinery salesperson, always a millinery salesperson." Recent years have shown the fallacy in this type of thinking in the mechandising field.

It has been found that through developing the right attitude and training program, certain salespeople can become efficient and flexible in being able to sell a number of different kinds of merchandise, when the need arises. Of course, this "joint" salesperson does not take the place of the salesperson trained to do a total job in a specific department.

So it is with the coordinator of a joint work-training program. The basic philosophy and the operation of the programs are the same. But the "merchandise information" is different for each of the phases of the program. While the joint DE coordinator is not as well qualified as the full-time coordinator, he can be trained to do an effective job.

In preparation for training future joint coordinators, the DE Service has added a teacher-trainer to the staff of the Virginia Polytechnic Institute where teacher-training in trade and industry and business education was already established. In the summer of 1953, the Distributive Education Service offered one instructional block of the 3 programs where the joint coordinators were employed in small local stores. In the course (*"Areas in Distribution"*) these coordinators tied in their work-experience with the study of the curriculum they are going to teach this year.

THE DISTRIBUTIVE EDUCATION PHASE

The DE phase of the joint work-training program is operated exactly the same as a full-time program. The coordinator offers the same related instruction to the DE students who are taught in a separate group and who are employed in a distributive occupation in the community near the school. The DE club is operated exactly in the same way as a full-time program with club projects integrated into the curriculum and club members participating in the program of work at the local district, state and national levels. An interesting annual joint project which is emerging is the combination of all

cooperative clubs in the annual employer-employee banquet. Each club takes particular pride in presenting that phase of club activity which identifies the student in the area of work of his choice.

THE TRADE AND INDUSTRIAL EDUCATION PHASE

In addition to the regular part-time cooperative program which has been in operation for many years the trade and industrial service has entered into the joint work training program where the need has existed. During the school year 1952-53 nearly 100 students received training in this phase of the joint cooperative training programs. There were 12 different trade and industrial type occupations represented, the most popular being auto mechanics.

Each student receives related instruction in the class directed by the coordinator. The major portion of the related study time is conducted on the individual instruction basis with the coordinator directing the learning of students as they study theory and information directly related to their individual occupations. Much of the instructional material used had been prepared in Virginia especially for part-time cooperative classes and is accompanied by answer keys to assist the coordinator in his evaluation. A smaller portion of the students' time in related study classes is in the general related phase. This includes employer-employee relations, personality improvement, physical fitness, understanding labor laws, budgeting time and income, and job analyses.

An occupational experience breakdown is carefully kept by each student so that he has, as far as possible, learning experiences in all phases of the occupation in which he is being trained. The stress is on becoming the well-rounded, skilled worker rather than the semi-skilled machine operator.

Students and delegates from 4 of the 5 joint programs participated in the State Convention of the Diversified Occupations Club of Virginia which was held at Natural Bridge, Virginia, March 16 and 17.

Preparation for coordinators in the trade and industrial phase of the joint programs includes a 6 quarter credit course in the Organization and Administration of the Diversified Occupations Program. This is offered at the Virginia Polytechnic Institute which is Virginia's teacher training institution for trade and industrial education.

The course includes visits to large and small industrial plants and shops. During these visits job classifications, public relations procedures, safety requirements, in-plant training programs, and training needs are studied.

In addition to the summer offering, the industrial arts department of the school is cooperating in preparing joint coordinators during its regular session by adding appropriate courses to its curriculum.

THE BUSINESS EDUCATION PHASE

Cooperative part-time classes in the office occupations in Virginia have come to be known as Vocational Office Training (VOT). Within 6 years the number of centers with full-time teacher-coordinators has grown to 21. There is a continuing demand for still further expansion in the larger cities. As previously stated, the first attempt to establish a joint VOT-DE program at Culpeper, Virginia, was a signal success and focused attention on the desirability of extending similar financial and supervisory assistance to other small town schools through a systematic plan of recruiting and training of teacher-coordinators who can provide effective instruction and coordination in 2 or all 3 areas.

Ideally, the regular business teacher who has completed 4 years' specialized preparation in business education should effect the contacts with the employers of his students. But in the great number of small schools with only one business teacher, there is no time for out-of-class activities. Hence, it is necessary to add another teacher who has the necessary special training in and aptitude for public relations to work in close cooperation with the regular business teacher. The relationships between the joint coordinator and the regular business teacher are close, cooperative and continuous. The coordinator teaches only the terminal course in a 3-year sequence. He must, therefore, rely on the regular business teacher for sound training in the fundamental business skills and knowledges. Moreover, the coordinator must rely heavily on the results of counselling with the student during previous courses.

It is extremely doubtful whether the joint program will succeed unless the coordinator works as a team mate with the business teacher all along the line:—in selecting students for the VOT class, in evaluating student personality, and in selecting the particular student worker for placement. It is the complementary character of training that is of most importance. The business teacher should have superior preparation in subject matter and instructional methods, while the coordinator should possess the greater abilities in public relations and job analysis.

NOTE: This article combines this month's JOURNAL features on business education, distributive education, and trade and industrial education.

. . . with a 3-way coordinator, too!

By Louise Bernard, Virginia State Supervisor, Distributive Education; Arthur Walker, Virginia State Supervisor, Business Education; and B. H. Van Oot, Virginia State Supervisor, Trade and Industrial Education, Richmond.

Iowa State Features New Food Labs

Convenient

Special features of the country kitchen (above) include natural finish cabinets, linoleum counter surfaces, and a double electric range. This all electric unit also features a double basin sink and a refrigerator. The liberal cost kitchen (opposite) offers an electric range with oven set into the wall, a dishwasher, a garbage disposal, and formica counter tops.

Modeled after the "heart" kitchen, Bellevue Hospital, the opposite unit shows how a kitchen can be adapted to avoid overexertion. Shown below are 3 of 5 demonstration units in a meal planning laboratory. Two movable serving centers divide the two L-shaped kitchens at right.

COLORFUL, MODERN KITCHEN UNITS, typical of well planned arrangements found in American homes, serve several purposes for the food and nutrition teaching program at Iowa State College.

The new units were included in complete modernization of the school's family meal management and food preparation laboratories.

Foremost purpose of the 2 laboratories in meal management was to duplicate modern home facilities in order to help students see the close relationship between their classwork in meal management and home entertainment and actual application in the home or on the job.

Threefold objectives included provision of facilities suitable for teaching family meal management and home entertaining; presentation of different types of kitchens, serving units, and storage and equipment areas for varying needs; and opportunities for student experiences with a variety of fuels, working surfaces, and kitchen arrangements.

Each of the 2 laboratories accommodates 5 unit kitchens. One lab features 2 U-shaped, 2 L-shaped, and one pullman kitchen. The other demonstrates kitchen facilities planned to serve specific purposes. We have a "heart" kitchen, "bride's" kitchen, "country" kitchen, liberal cost" kitchen, and "commercial" kitchen. Each is equipped with an individual dining area that can also be used for classroom work.

By Dr. Ercel S. Eppright, Head, Food and Nutrition Department Iowa State College

is the word for kitchens!

The commercial metal, all gas kitchen (opposite) has a grease resistant floor, counters with surfaces of black composition; cutting board. Students in food preparation and experimental food classes work at compact, 1-person units for easy teacher-supervision (above). Tile is used for working surfaces and apartment size ranges are adjacent to each unit. Each student has use of 2 burners; shares oven with one other; sink installation with 4.

The bride's kitchen, made especially for a small apartment, is compact and features a "magic hostess" type of service unit.

During each class period, 20 students work comfortably and efficiently in each laboratory with 4 students to a kitchen. Through this arrangement, each student experiences working with different arrangements and facilities. They gain on-the-spot evaluations of cost, upkeep, and efficiency while they develop skills. In addition, they can see how certain basic principles of kitchen planning can be adapted to fit specific situations.

A large freezer is used in connection with meal planning projects. Breads, cookies, and main dishes prepared by the students are frozen for later use.

In a somewhat different manner, but with much the same purpose, laboratories for the teaching of food preparation or for experimental food work were remodeled. Emphasis in this case was placed on the development of a compact, convenient unit with necessary equipment right at hand so students may work easily and efficiently in one area and also see the relationship between food preparation and well planned storage and working arrangements. A class of 18 students may be accommodated in each laboratory.

Chicago Vocational School

Lane Technical High School

Lucy Flower Technical School

Take your choice:

Tour 1
Chicago Vocational High School (newest and largest in the city).

Tour 2
Lane Technical High School for Boys. (One of the largest technical high schools in the country).

Tour 3
Lucy Flower Technical High School for Girls.

Tour 4
Washburne Trade School and Vocational High School (Apprenticeship training).

Tour 5
Gage Park High School (an industrial arts shop in a modern high school. Williams Elementary School (one of Chicago's newest elementary home mechanics shops.)

Be sure to visit Chicago schools in action!

The 1953 AVA Convention will feature visits to Chicago schools. Tours to 6 types of schools will assemble at the Conrad Hilton, Tuesday, November 24, at 10:00 A. M. Tickets at $2 each will include transportation costs and luncheon.

Planning to go? Fill out and mail the attached form today! All reservations must be made before November 19.

W. P. Klingensmith
Chairman, Tours Committee
Room 654, 228 N. LaSalle St.
Chicago 1, Ill.

Tour Preference.....

Name.....

Address.....

Convention-wise Chicago Says—

Welcome, AVA!

By Dr. Hobart H. Sommers, General Convention Chairman

AS THE NATION'S BUSIEST transportation center, biggest meat packer, largest mail order focus, candy bar capital, and leading convention center, Chicago has sights for every viewer to behold. The 1953 AVA convention itself will be most inspiring to delegates. They will concentrate on business sessions and interesting problems of vocational education that constantly face a progressive organization. They will hear outstanding speakers, view the many exhibits, go on tours, exchange ideas with associates, and discuss candidates who will lead them in the year ahead. For relaxation they will share in the entertainment features of the convention and endeavor to see Chicago's sights.,

To some people, the Art Institute is an old timer to behold, but always with new objects d'art and various unequaled collections. The Museum of Science and Industry is fascinating with its coal mine and Colleen Moore doll house. The Chicago Historical Society is noted for its dioramas of Lincoln's life. The Natural History Museum is one of the four greatest in the world.

Almost across from the Conrad Hilton Hotel is Shedd Aquarium with its 132 glass tanks which house fish from all parts of the world, and the Adler Planetarium where stars are seen as if on the ceiling of a room.

In the food line Chicago is unexcelled. Dishes native to many countries are within short distances from the hotel door, and the most fastidious appetites can be satisfied on an exploratory trip into the suburbs. Consult the pages of your convention literature for leads to Chicago's steaks and chops.

The Conrad Hilton has agreed to house all convention delegates, but if you care to cross the thresholds of other world-famous hotels, think of the Palmer House, the Morrison, Blackstone, Sherman, Congress, Bismarck, LaSalle, Drake, Edgewater Beach, and the Ambassador East.

A sight-seeing trip would take you to some of the 174 parks with 205 miles of drives and boulevards, 29 of which would be along the scenic Outer Drive, off Lake Michigan . . . to Lincoln Park, with its zoo, perhaps including the Brookfield Zoo, where moats have replaced bars . . . to the floral conservatories of Garfield and Lincoln Parks. The Chicago Stadium, International Amphitheater, Soldier Field, Congress Street expressway in the making, Chicago's new medical center, Chinatown, hospitals, industrial plants, 12 major TV and radio stations, the Stock Yards, subway and elevated lines, public housing projects and residential areas are other sights to widen your eyes.

For the ladies, shopping centers are always of prime importance. Michigan Boulevard's specialty shops are world famous. State Street's department stores and smaller merchandising areas meet the most discriminating taste and yield anything from a thimble to a house load of necessities and trappings. Even if you haven't time to store-shop, window shopping in itself is a treat.

At convention time the theaters will have a full array of plays and movies, including 3-D, all of which will project a variety of attractions.

The Sunday Evening Club, Central Church, and new St. Peter's will satisfy the spiritual needs of visitors, as will the Holy Name Cathedral on the near North Side. An unusual edifice to view is the Baha'i Temple in Wilmette.

If you come to Chicago by auto, you may check it and use the city's transportation facilities with satisfaction. Taxi, bus, street car, and elevated, will transport you around town easily and conveniently.

So, come to Chicago, because we're sure you'll like it!

AVA CONVENTION BANQUET TICKETS

Advance requests for tickets (tables of 10) for the 1953 Annual Banquet of the American Vocational Association, Conrad Hilton Hotel, Wednesday, November 25, 6:30 P. M., should be sent to:

RICHARD H. SANDERS
Principal, Lane Technical High School and 1953 Banquet Chairman
2501 W. Addiston St.
Chicago 18, Ill.

Reservations will be filled in the order of their receipt and all members of the AVA are requested to make up their parties and order tickets promptly. Checks or money orders should accompany reservation requests. No reservations will be made without advance payment. Tickets are $6.00 each, including tax and gratuities.

Welcome to Wives!

Wives of AVA members are most cordially invited to Chicago, November 22-27. Plans are under way to keep you entertained, to satisfy that desire to shop, to visit some of the educational museums, and to eat in attractive restaurants offering delicious cuisines.

The regular registration fee of $2 will be required of all who wish to participate. In addition to serving as admission to any meetings you may wish to attend, your registration badge will permit your use of the Hospitality Room at the Conrad Hilton. It will also entitle you to tickets to a popular broadcast, a guide to some of the attractive – away from the heart of the city—eating places, and an interesting TV Studio presentation.

But we don't want to tell you all about our plans! So, now *you* plan to visit us. We'll be looking for you.

I'd suggest you come prepared for good weather as well as a possible snow storm. Rubbers or galoshes should be included. Chicago is apt to be windy and cold, but brisk and delightful.

Cordially yours,

MARY MARK STURM,

Chairman, Committee on Hospitality and Housing.

APPLICATION FOR HOTEL RESERVATION

Mr. Edward Janus, Reservations Manager
THE CONRAD HILTON
720 S. Michigan Avenue
Chicago 5, Illinois

1953 AVA Convention
November 22-27

Please enter reservations in my name for.....single;.....double;.....twin bedded rooms for the period of November.....to.....

NAME.....

ADDRESS.....

CITY.....STATE.....

Note: Additional names and addresses should be submitted on a separate sheet of paper and attached to this form.

Through guidance and counselling vo-ag teachers can help when their young farmers question:

where do we go from here?

HIGH SCHOOL GRADUATESS AND returning veterans have a unified question every year—

Where do we go from here?

This query has special significance for farm-reared boys who feel their place is in agriculture but wonder if agriculture has room for them.

To whom can they turn for guidance and counseling? Some educators believe this should be left to specialists; that classroom teachers should not attempt to help.

For schools with specially trained counselors this may be advisable. But there are many small rural schools where funds are not available for counselors.

In both types of schools, however, vocational agriculture teachers can render great service in guiding their students to their occupational choice. The vo-ag teacher has a thorough knowledge of his field and related occupations. He should be willing to devote a little time and effort to a study of the principles of guidance.

The vo-ag instructor, after teaching his students, visiting their homes, assisting them in their programs, and making a careful study of their educational interests, aptitudes, and abilities, arrives at about the same conclusions as those of the guidance specialist.

This does not mean that a trained counselor is not important. If one is available, the instructor can work with him to make important contributions in the guidance of young farmers and other boys.

The success of the help of the vo-ag teacher can provide depends largely upon mutual trust he and his students share. In his first year of teaching, he should start to build a foundation for this confidence. He must watch the development of his students and realize that each one is an individual who is constantly interacting with his environment.

If the teacher has instilled confidence and the will to do; if he has been encouraging and helpful; if he has set high standards for himself and his students, giving credit where credit is due, slow to criticize but quick to praise; if he has a genuine interest in the welfare of his students; then he undoubtedly holds the faith and trust of those in his community as well as that of his pupils.

If such is the case, his students will go to him for help.

The teacher should offer little advice and no prescriptions. Instead, he should help his boys face the reality of their problems, think in terms of alternatives and probabilities; and select an intelligent course of action. His primary aim should be to guide the student to a point where he is self responsible and self directive.

It is equally important for the instructor to seek out his students and offer help.

We find fertile soil in caring for the seedling, the vocational agriculture high school student. In caring for the grown tree—the adult—we often find deep roots that outwardly do not appear to need additional cultivation and irrigation.

The sapling — out-of-school youth, is often neglected. It is set out in a good seed bed, properly fertilized and watered. But with commencement exercises, we sometimes find semi-dormancy.

That's when education seems to say:

"You are no longer a seedling. Go out into the forest and try to survive. If you are strong enough to survive as a sapling; if there are no forest fires and you are not starved out by the bigger trees, we will come back and try to help you when you are established and have made your place."

These young out-of-school boys need the continued guidance and counseling of people who are qualified to help. The vo-ag teacher who gave them their start has a wonderful opportunity to nurture them through their early out-of-school days. He is well qualified to help. An excellent method is in the organization of Young Farmers.

The vo-ag teacher has the added responsibility of educating school administrators, faculty, and community to know that Young Farmer groups are part of the overall program in agriculture. He can use his Young Farmers to help him do this. Through them he can show that education is a continuing process and does not end with commencement exercises.

Guidance and counseling are as important for Young Farmers as they are for high school youth. Through this type of service, the vo-ag teacher carries out a well rounded program and finds inner satisfaction in the knowledge that his work is important to rural, orientated youth.

By J. R. Jackson,
Assistant Professor,
Agriculture Education Dept.,
Texas A and M,
College Station, Texas

The AVA has done this for you in '52-53:

1. Achieved a legislative miracle by preventing a drastic cut of 25 per cent in federal appropriations for vocational education. Organized support from the field and from lay friends of vocational education to convince Congress that the elimination of federal funds for vocational education would seriously cripple the program.

2. Held numerous committee meetings—legislative and professional—to plan constructive action for the protection, improvement, and further development of vocational and practical arts education.

3. Played a major role in obtaining approval for the issuance of the FFA Commemorative Stamp. Promoted the passage of P. L. 550, which extends educational benefits to veterans. Helped block the passage of several bills detrimental to vocational education.

4. Promoted public relations for vocational and practical arts education through special luncheons for representatives of business, trade, and farm organizations, members of national Congress, and others; hundreds of contacts with representatives of national groups; press releases covering important activities and accomplishments of AVA members; speeches to national, state, and local groups, affiliated AVA associations.

5. Published 9 issues of the AMERICAN VOCATIONAL JOURNAL, featuring latest news, information, and analyses from the field; coverage of professional activities of AVA members and affiliated associations; regular legislative reports; and a monhly salute to a state which has accounted for the distribution of 8,000 additional copies, reprints in the *Congressional Record* and other publications; and national publicity through the press and radio.

6. Prepared and published 3 new bulletins:

   A Guide to Improving Instruction in Industrial Arts
   Administration of Vocational Education at State and Local Levels
   Education of Veterans in Farming

7. Planned a national convention in Boston for an attendance of 3,500 with more than 90 general and divisional meetings and over 400 program participants. Preparing for the 1953 Convention in Chicago and an expected attendance of 5,000.

8. Helped with technical assistance program for underdeveloped countries through the provision of materials, publicity, consultative services, and JOURNAL articles.

What will YOU do for AVA in '53-54?

You can join now for the new membership year! You can tell the non-member now why you belong! You can help your own professional organization grow in size and strength!

SPEND ONE DAY WORKING FOR AVA, AVA WORKS EVERY DAY FOR YOU!

Ford Industrial Arts Awards Program

● As a climax to Ford Motor Company's 1953 Industrial Arts Awards program, 30 top winners and their teachers enjoyed 3-day expense-paid trips to Detroit and Dearborn, Mich., September 24-26.

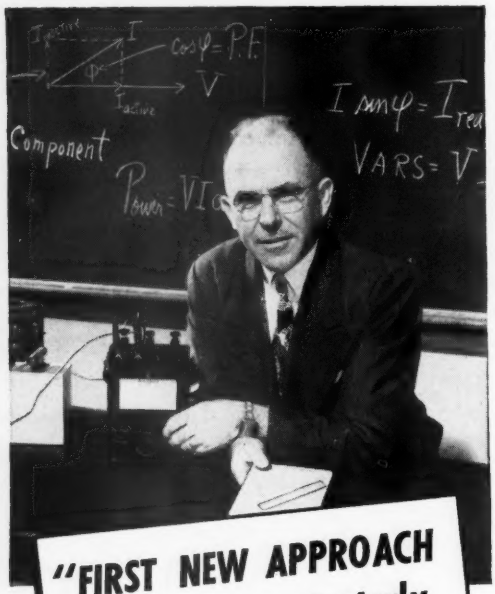
Winners of the program's 30 Outstanding Achievement Awards and their instructors were Ford guests. The group saw the Rouge plant and the Rotunda, famed automotive exhibition building.

The 30 winners received their certificates and cash awards at a banquet in Detroit's Sheraton-Cadillac Hotel. On the last day of their stay, they attended the Michigan-Washington State football game at Ann Arbor.

In its 4th year of Ford sponsorship, the Industrial Arts Awards attracted nearly 5,000 entries from every state and most U. S. territories. Awards this year were valued at $45,000. In addition to the Outstanding Achievement Awards, 710 cash awards ranged from $100 for first place in a group to $20 for honorable mention.

For three days, ten three-man judging teams rated the projects entered in 13 divisions.

"The nearly 5,000 entries judged at Dearborn this year do not represent total participation. Several states and cities staged eliminations and sent only their best work to the national competition," Dewey F. Barich, manager of Ford's School and College Projects department, said.



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AVA Plans Service Awards

● In an effort to bring recognition to those who render outstanding contributions to the progress of vocational and practical arts education, the American Vocational Association has instituted a program of awards. Each year, individuals who have rendered exceptional services to this phase of education are to be selected for special acknowledgment and honor.

Two types of awards are to be given annually. A special citation will be presented to one individual outside the educational profession who has materially aided the progress of vocational education through his own field of work. Such a person may be an editor or writer who has helped to inform the citizens of a community about the accomplishments and needs of vocational education; it may be a state or national Congressman who has fought to provide adequate financial support for this important phase of public education; it may be a businessman who has helped to establish a practical plan of cooperation between school and industry for providing young people with on-the-job experiences as part of their secondary school education.

Certificates are to be awarded to not more than four individuals engaged in the field of vocational and practical arts education who have worked in the interests of the program beyond the normal call of duty. Exceptional service may be rendered in research, writing, teaching, supervision, or administration, but it must reflect enthusiasm and belief in vocational education. Recipients of these certificates must show proof of devotion beyond self for the purpose of enriching the lives of those whom they work with and for.

The Awards Committee of the AVA, representing all divisions of the Association, will review and nominate candidates for approval by the Executive Committee of the AVA. Selection will be based on evidence submitted to the AVA Awards Committee on nomination blanks. Copies of the nomination blanks will be available from AVA Washington Office.

State vocational associations, state vocational officials, local school authorities, teacher groups and associations, teacher training institutions, professional and trade associations, and others will be invited to submit names of candidates for the two types of awards. Nominations for 1953 must be received no later than November 10.

AWARDS COMMITTEE

Current members of the Awards Committee are: O. D. Adams, Chairman; Inez Wallace, John G. Glavin, M. J. DeBenning, Chris H. Groneman, Glen W. Weaver, Harold M. Ostrem, Albert Jochen, Claude Nihart, Mary Louise Comeaux, and Harry W. Sanders.

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Around the Nation...

with vocational education

William R. Mackintosh Building

The trustees of the New Bedford Massachusetts Vocational High School recently honored its present Director by naming a newly completed wing, the William R. Mackintosh Building.

Mr. Mackintosh as director of the school since 1918 has seen it grow from an insignificant and uncertain beginning to its present accommodations which provide modern shops and classrooms occupying an entire city block.

The entire new addition was built at an outlay of $800,000. The William R. Mackintosh Building is 160 feet long and 50 feet wide. The first floor provides additional machine shop space for 50 new pieces of motorized equipment, a new heat treating room (entirely fireproof), and another room for inspection of finished machine parts. Two new classrooms on this floor and the main office for the entire school complete this floor.

On the second floor is Mr. Mackintosh's private office, the Trustee's Room, 3 classrooms and a new assembly room adjacent to the old Carpentry Shop. A new trade science classroom and a finishing room are located in the new addition to the Carpentry Department.

In the basement of the William R. Mackintosh Building, a new cafeteria and kitchen are equipped to serve over 500 boys and girls at one time.

Over the Automobile Department a new second floor addition has been constructed to provide two classrooms for the Automotive Department, and new shops, laboratories, classrooms and a supervisor's office for the Electrical Department.

The entire Electrical Department now uses over 12,000 square feet for shops and laboratories. Outstanding feature of this department is in the amount of practical electrical construction and maintenance service done by the students for the entire school plant.

The new classrooms and shops are equipped with overhead fluorescent lights, classroom walls are painted pastel shades, and adequate cabinet space has been provided for teaching aids.

* * *

● The Standard Oil Refinery at Whiting, Indiana, is constructing a $300,000 building to house the apprenticeship program and other phases of trade training carried on within the organization.

A complete layout of mockups, cutaways and actual instruments used throughout the plant are assembled and used for instructional purposes.

Teacher trainer services in trade and industrial education carried on by the state staff through Purdue University assisted in the development of the program and training aids.

* * *

● The doors of the William Hood Dunwoody Industrial Institute opened this fall to start the school's 40th year of operation. A total of 156,452 students have learned to earn a living at Dunwoody since it was founded, December 14, 1914. In its 4 decades of existence, Dunwoody has honored 28 employees for 25 years of service.

American Education Week, November 8-14

● November 8-14, has been designated as this year's American Education Week by its sponsors, the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

The central theme for this year's observance is addressed to the individual citizen: *Good Schools Are Your Responsibility*. The daily topics relate to various aspects of the modern school program and to some of the schools' most urgent needs: "Moral and Spiritual Foundations," "Learning the Fundamentals," 'Building the National Strength," "Preparing for Loyal Citizenship," "The School Board in Action," 'Your Child's Teachers," and 'Parent and Teacher Teamwork."

During American Education Week more than 12 million people are expected to accept the schools' special invitation to visit classrooms and observe school work. In addition, the spotlight of public attention will be focused on the work of the schools through the press, radio, television, special programs, and many other channels of communication.

"American Education Week is inventory time," says the sponsoring committee. "It is an occasion to review the purposes and accomplishments of the schools. It is a time to consider school problems, needs, and plans. It is a time for self-examination. Good schools do not just happen. In each community and state the schools are what we make them."

Virginia Offers Fire and Police Schools

● The Virginia Annual State Fire School was held in Norfolk, Virginia, September 14-18. Sixty-eight firemen enrolled in the day program and sixty-eight in the evening program represented 34 fire departments throughout the state. Sponsored by the State Fire Chief's Association in cooperation with the State Trade and Industrial Service and the League of Virginia Municipalities, the school is under the direction of Clay A. Easterly, Fire Marshal, Martinsville, and R. Lawrence Oliver, Virginia State Fire Instructor. Coordination of the school's various departments was accomplished by Harold I. Baumes, Consultant, Trade and Industrial Service, and Executive Secretary, League of Virginia Municipalities.

● Nearly 50 Virginia communities were represented by a total of 165 police officers (including 17 police women) in a series of state-wide police training schools held at State Police Headquarters from May 4th to June 12th, 1953. Police training on a state-wide basis in Virginia, has been continuous since 1932, with the exception of brief interruptions during the war years. This is the first time in the history of the schools, however, when the applications were so great in number that it was necessary to divide the applicants into 3 groups and hold 3 separate class sessions. Moreover, this was the first time police women were in attendance. Over the years, nearly 1500 Virginia police officers have participated in these state-wide schools, in addition to those in attendance at various local schools held throughout the State.

Police training in Virginia is made possible through the leadership of the State Department of Education, with the cooperation of the Virginia Association of Chiefs of Police, and the League of Virginia Municipalities.

Directors of the schools are veteran police officers Major J. Spencer Howerton and Captain Dan W. Duling of the Richmond, Virginia Police Department.

Congressman Graham A. Barden (N. C.) accepts an aluminum gavel and a steak hammer, presented by AVA President Martha Creighton in behalf of the membership while Executive Secretary Dr. M. D. Mobley looks on. The Congressman was honored for his long and important support of legislation for vocational education. Smith-Hughes Vocational School students (Atlanta) made the gifts. Congressman Barden applauded the contributions of vocational schools to the nation's economic security.

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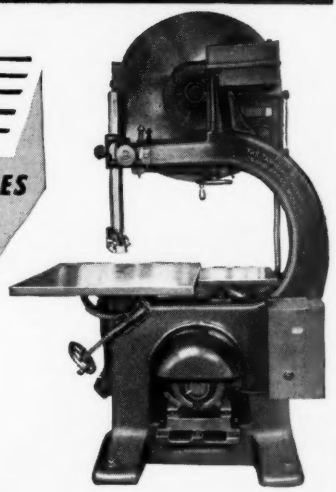

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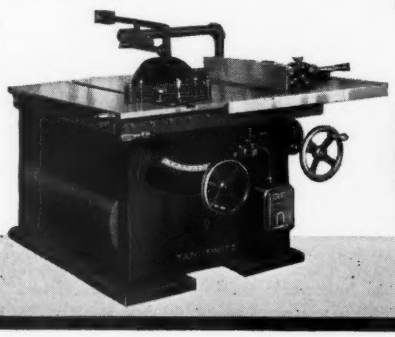

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Association NEWS and NOTES

Resolutions Deadline

Resolutions to be proposed for adoption at the 1953 AVA Convention should be submitted to members of the Resolutions Committee no later than Tuesday, November 24. This will enable the committee to consider each proposal carefully.

Members of the Resolutions Committee are: H. C. Fetterolf, Agriculture, Chairman; Horace W. Jellison, Trade and Industrial Education; Alta R. Motter. Home Economics Education; Stanley Pawelek, Industrial Arts; John R. Waldeck, Distributive Education; and Verne Fryklund, Guidance. Business education is not listed here because the appointee was unable to accept. The Executive Committee will appoint a representative from this field prior to the 1953 Convention.

* * *

● **Claudia Hardy,** president of Alabama Vocational Association, recently resigned from this position to accept a scholarship. L. J. Waller, Supervisor, Physical Restoration, Vocational Rehabilitation, Birmingham, Alabama, was elected to replace Miss Hardy.

Other officers of the Alabama Association are as follows: Silas Garrett, Vocational Education Director, Sidney Lanier High School, Montgomery, Vice President; H. R. Culver, Assistant Supervisor, Agricultural Education, Auburn, Secretary and Treasurer.

* * *

● The Annual State Conference for **Teachers of Vocational Agriculture in Florida** convened in Daytona Beach, July 13-17. With "determining desirable characteristics of an effective and satisfactory program in vocational agriculture" as a theme, the meeting was held "to promote the professional improvement of vo-ag teachers in service." AVA's Executive Secretary Dr. M. D. Mobley addressed the attendance on *Security and Freedom Thru Vocational Agriculture.*

* * *

● Mary M. Condon, Executive Officer, Montana State Board for Vocational Education and Superintendent of the Montana State Department of Public Instruction, was a featured speaker at the 1953 **Montana Vocational Education Conference,** held in Great Falls, June 10-12.

Other speakers included Dr. Elden Bond, Milwaukee, Wisconsin, Assistant Superintendent of Schools; Robert Farnesworth, Great Falls, Montana, Superintendent of Schools; and Dr. M. D. Mobley, AVA Executive Secretary.

* * *

● With *Education for Living* as a theme, the 1953 **Pennsylvania Vocational Education Association** Conference was held in Eagles Mere, June 17-19. Main speakers at general sessions included Dr. C. Herman Grose, President, California State Teachers College, and Dr. Eugene Farley, President, Wilkes College. H. C. Fetterolf, Pennsylvania State Chief of Agricultural Education, and Michael W. Knerr, Senior Area Coordinator of Industrial Education at the Pennsylvania State College, were chairmen of the general meetings.

Administrator's Day Planned for Chicago

With Dr. Ralph C. Wenrich, Head, Department of Vocational Education and Practical Arts, University of Michigan, as Chairman, this year's AVA Convention will feature meetings of special interest to general administrators.

Tuesday, November 24, has been designated Administrator's Day. Meetings for superintendents, principals, and directors from large and small cities will convene concurrently Tuesday morning. They will be followed by a general assembly of administrators.

Group discussions are planned for the afternoon when Earl Bedell, Director of Vocational Education, Detroit, Michigan, and H. M. Hamlin, Professor of Agricultural Education, University of Illinois, will serve as chairmen of 2 simultaneous seminars.

* * *

● State supervisors and teacher trainers of distributive education from 9 southern states met in San Antonio, Texas, May 4-8. State supervisors in attendance were Louise Bernard, Va.; Alice Pipkin, Ga.; T. R. Petty, Tennessee; Donovan Armstrong, La.; Plasco Moore, Texas; T. C. Brown, N. C.; P. B. Waters, S. C.; and M. J. DeBenning, Okla. AVA Vice President for Distributive Education Donovan Armstrong reported on association activities. John B. Pope, Distributive Education Service, U. S. Office of Education was the conference leader.

* * *

● The Annual Banquet of the **District of Columbia Vocational Association** was held at the National Press Club Washington, D. C., May 12. Retiring President Robert J. Volland welcomed guests. Dr. M. D. Mobley, AVA Executive Secretary, installed Mr. Volland's Successor, Kathleen W. Crismond.

Martha Creighton, 1953 AVA President, addresses the 1953 Conference, North Carolina Vocational Ass'n, in Raleigh.

● The 1953 annual meeting of the **Indiana Vocational Association** will be held in Indianapolis, October 22, in conjunction with the Indiana Teachers Convention October 23 and 24.

The IVA meeting will open with a general session with Dr. Joseph R. Strobel, New York State Assistant Commissioner for Vocational Education, as the speaker. At the afternoon general session, Marshall Abrams, Managing Director, Construction League of Indianapolis, will speak.

* * *

● L. C. Dalton, New Mexico State Supervisor of Agricultural Education, was the main speaker at the 1953 annual meeting of the **New Mexico Vocational Agriculture Teachers Association,** State College, New Mexico, July 6-10. Combined with a workshop, the conference was devoted to the development of approved practices in main agricultural enterprises in New Mexico and demonstrations of new practices by staff members of the A & M College, Experiment Station, and Extension Service. Paul Johnson, vo-ag instructor at Carlsbad, demonstrated a method of preparing FFA exhibits for display.

The National Advisory Committee of DECA met in September in Washington, D. C., to plan for the 8th annual convention of the Distributive Education Clubs of America to be held in San Antonio, Texas, April 25-28, 1954. Shown above in session are: William Logan, Columbus, O.; William Slattery, Greensboro, N. C.; Brice Cecil, Austin, Tex.; Callie Cassidy, Torrington, Wyo.; Marguerite Loos, Columbus, O.; George Stone, Orange, Tex.; Marjorie H. French, Mich.; and T. Carl Brown, Raleigh, N. C.

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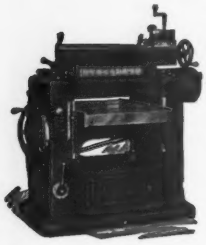

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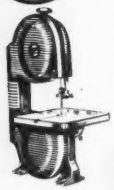

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Executive Committee Sets Criteria for AVA Officers

The AVA Executive Committee has established the following "suggested criteria for selecting the President and the Vice President of the Association.

THE PRESIDENT

He should be a person who is a recognized leader in the Association and who will be fair to all phases of vocational and practical arts education. (A person who is interested in only one phase of vocational education and has no interest in, knowledge of, or appreciation for other phases should not be elected president of the AVA.)

He should be an AVA member in good standing for a period of at least 10 consecutive years.

As evidence of his leadership and interest in the AVA, there should be a large number of AVA members from his state—that is, a large percentage of those eligible for membership. (It is doubtful if an individual should be elected president of the AVA if only a small percentage of those eligible in his state are members of the AVA.)

He should have served as a member of the Executive Committee of the AVA or on one or more important AVA committees through which he could have learned something of the general policies and activities of the organization. (To have served as a member of the Executive Committee certainly helps qualify an individual as presidential material, but it should not be considered an essential requirement for a person to be selected as president of the AVA.)

He should be a person who will use the office of president to promote the AVA and its program instead of an individual who will use the office solely for the purpose of promoting his own professional interests. (The office of the president of the AVA is a great honor and should go only to those who have demonstrated great leadership ability and who have a sincere and genuine interest in furthering the development and improvement of vocational and practical arts education through AVA activities. The office should not go to a person who will use it only to promote his own interests.)

He should be able to take sufficient time off when necessary to attend to the duties of president of AVA during his term of office.

He should be from a state in which there are memberships in all divisions provided for in the constitution of the AVA.

The office of president being the highest office that could come to any of its membership, the Executive Committee feels that the person should be sought for the position rather than the person seeking the position.

THE VICE PRESIDENT

The person should be a recognized leader among the group he represents.

He should be an AVA member in good standing for a period of at least 10 consecutive years of the group he is to represent.

As evidence of his leadership and interest in the AVA, there should be a large number of AVA members from his state in the field of service he is to represent—that is, a large percentage of those eligible for membership.

He should have a tolerant attitude toward all phases of vocational and practical arts education and be willing to lend support to all divisions of the AVA.

He should be an individual that will use the office and the honor bestowed on him to help promote the AVA and its entire program instead of an individual who will use the office solely for his own professional interest.

He should be a person who can give a sufficient amount of his time to carry out effectively the duties of his AVA office.

He should have a good record of attendance at annual meetings of AVA and have participated in the programs of his group.

He should have served on one or more important AVA committees through which he could have learned something of the general policies and activities of the organization.

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PERSONALS

Florida Appoints State Director

Dr. Walter R. Williams, Jr., on leave of absence from the University of Florida where he served as Professor of Education and Head, Department of Industrial Arts and Vocational Education, began his new duties as Florida State Director of Vocational Education September 1.

State Superintendent of Public Instruction Thomas D. Bailey states that Dr. Williams will be responsible for general administration, coordination, supervision, and the promotion of vocational education in Florida.

Dr. Williams, with 25 years of experience in vocational education, says he will explore the possibilities of expanding the program at the high school and junior college levels.

Before his appointment as Department Head at the University of Florida in 1947, Dr. Williams served as instructor of industrial education, University of Minnesota Demonstration School; Supervisor of Arts and Industries, Oberlin, O., Professor of Industrial Arts, Florida Southern College; and Professor of Education, University of Florida.

* * *

● **Mrs. Turner E. Smith,** President of Turner E. Smith & Co., Atlanta, Ga., and a Life Member of the AVA, has just returned from Italy. In Rome, Mrs. Smith conferred with agriculturalists connected with the American Embassy and the Food and Agricultural Division of the United Nations. She also met with Margaret L. Hookin, Chief, Home Economics Section, Nutrition Division, FAO.

* * *

● **J. Warren Smith,** North Carolina State Director of Vocational Education, was awarded the honorary degree of Doctor of Vocational Education by the College of Agriculture and Engineering, University of North Carolina, June 7.

Appointed State Director in 1946, Dr. Smith served vocational education before that year as a teacher of industrial arts, local director of vocational education, assistant state supervisor of trade and industrial education, teacher-trainer of industrial education, state director of vocational training for war production workers, and assistant state director of vocational education.

Since Dr. Smith's appointment in 1946, North Carolina's enrollment in vocational education has increased from 72,400 to 103,000. His entire period of 32 years of service to the program in North Carolina has been distinguished by his continued efforts to extend benefits of vocational education to every community in the state.

● **Dr. William R. Blackler,** AVA Vice President for Business Education has left the California State Department of Education to go to Sacramento State College as Chairman of the Business Administration. The Sacramento College, established in 1947, is part of the California state college system and operates under the control of the State Director of Education and the State Board of Education. Current enrollment is over 2,500.

* * *

● Instructors J. J. Goebel and R. L. Porter, Horace C. Wilcox Technical School, Meriden, Connecticut, arranged for 24 students to visit tool and die departments in two large plants so that they observe industry at work.

The Connecticut State Board of Education is interested in promoting field trips for vocational-technical school students.

* * *

● **J. B. Adams,** Executive Secretary of the Illinois FFA, retired recently after 36 years of service to vocational agriculture.

Mr. Adams began his career as a teacher in Kansas in 1914. He was named Executive Secretary in 1943.

* * *

● **Charles H. Parker,** Radio and Television Instructor, San Diego, California, Vocational School, was cited Man of the Year for outstanding service to the television industry in San Diego and awarded an honorary life membership in the San Diego County Electronics Association.

* * *

● **Henry Robinson,** Head of the Flathead County, Montana, High School Vocational Agriculture Department, was honored at a banquet dinner sponsored by the Young Farmer organization of his county on May 5.

More than 175 persons were present to fete Mr. Robinson for guiding the Flathead County FFA to 11 consecutive national gold emblem awards.

* * *

● **L. P. Elliott,** Supervisor of Industrial Arts, Peoria, Illinois, for 30 years retired July 1 after 50 years of teaching in Illinois, New Jersey, and Iowa.

* * *

● **William H. Holloway,** for the past 15 years vocational agriculture instructor at the Lakeview, Oregon, High School, has left for Pakistan to serve with the technical cooperation mission of the Foreign Operations Administration as an extension specialist. Mr. Holloway served the Oregon Vocational Association as President in 1952-53. He has also served as Secretary and President of the Oregon Vocational Agricultural Teachers' Association.

* * *

● Mrs. Phyllis Kinnison of St. Joseph, Missouri, is a new member of the Home Economics Education Staff in the Division of Education and Applied Psychology at Purdue University. Her work at Purdue University will include teaching courses in special methods and supervising student teachers.

DR. LEE M. THURSTON

Dr. Lee M. Thurston, who took office as U. S. Commissioner of Education July 2, died suddenly of a heart attack in Washington, D. C., September 4.

Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare, described Dr. Thurston's death as "a great loss to the administration, the department, and to education as a whole."

"His heart and soul were in his job," Mrs. Hobby said. "Just before he died he sought to dictate a memorandum to his nurse in which he said, we must have more patriotic pictures in our schools.'"

The American Vocational Association sincerely regrets the loss of Dr. Thurston as a national leader in education.

J. R. Coxen Retires

James R. Coxen, Assistant Director, Division of Vocational Education, U. S. Department of Health, Education, and Welfare, officially retired on October 1. Until that time, he had been on annual vacation leave.

Mr. Coxen joined the staff of the Federal Board for Vocational Education in October, 1929, as Regional Agent for Trade and Industrial Education. He has served the U. S. Office continuously since then, with the exception of a period when he was with the U. S. Navy as a Lieutenant Commander.

Previously, Mr. Coxen was State Director of Vocational Education in Wyoming and also in the Territory of Hawaii.

Long recognized as a leader in vocational education, Mr. Coxen's sound philosophy and continuous efforts to maintain high standards in vocational education have been valuable contributions to the program.

His address after October 1 will be 4904 28th Avenue, South Gulfport, Florida.

* * *

● Ella Stephens Barrett, Chairman of Guidance Supervisors and Counselor-Trainers in the Southern Region announces a conference for her area at the Clemson House, Clemson, S. C., November 13-14. The meeting will provide opportunity for guidance leaders in the south to pool ideas for the promotion of improved guidance services. Major problems to be considered will include counselor training programs in southern colleges and plans for implementing a 3-year guidance study in the southern region.

* * *

● **Dr. Edward K. Hankin,** formerly Associate Professor of Education, Vocational Teacher Education Department, University of Pennsylvania, has joined the faculty of Florida State University at Tallahassee as Professor of Education and Head of Trade and Industrial Education.

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● **Howard L. Johnson,** Principal of Denver's Opportunity School, and **Russell K. Britton,** Director of Instruction, Denver Public Schools, served on the Colorado A & M staff this summer.

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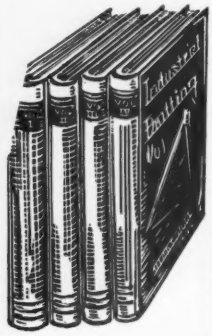

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● **Mrs. Justine B. O'Reilly,** formerly Associate Professor of Home Economics Education, Division of Education and Applied Psychology, Purdue University, has resigned to become City Supervisor of Home Economics in Portland, Oregon.

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● **Dr. John Willmott,** Supervisor of Industrial Arts, Garden City, New York, has been named to Administrative Assistant to the Superintendent. In this capacity he will be responsible for certain administrative duties in connection with the school program and planning for a new senior high school.

• • •

● **Edgar Strong,** formerly instructor of industrial arts ceramic work, State College for Teachers, Buffalo, New York, is now Supervisor of Arts and Crafts Work in the New York State Education Department. —EDWARD RODEN, *New York.*

From the Office of Education

Beulah I. Coon, Home Economics Education Branch, spent a week in August working with a group of 35 home economics administrators from 22 land-grant colleges on problems of administration, curriculum, college teaching, and counselling.

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Berenice Mallory, Home Economics Education Branch, worked with Texas homemaking education supervisors, teacher trainers, and teachers at 2 state conferences held in Dallas, August 10-14, and Prairie View 17-21. Both conferences emphasized methods of focusing homemaking programs on family problems.

• • •

James W. Kelly represented the Vocational Division on the program of the 8th Annual Meeting of the Washington Vocational Association in Seattle, August 10-14. General and sectional meetings drew a record attendance of persons in vocational education and vocational rehabilitation and leaders from business, industry, and labor.

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Teachers of trade and industrial subjects will be interested in a forthcoming publication of the Office of Education: *Three-Dimensional Teaching Aids for Trade and Industrial Instruction.* Supervisors and teachers from many states contributed the photographs and the description of teaching devices which will enable instructors to construct similar aids for their own classes. The co-chairmen of the committee of the North Atlantic Region who were responsible for the publication were Robert D. Taylor of New Jersey and Gilbert Weaver of New York. W. P. Loomis acted as general consultant.

• • •

The popular Vocational Division Bulletin No. 225, *Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs,* is undergoing revision for reprinting next spring. First made available in 1944, supplies of the bulletin have been exhausted for some time. E. J. Johnson of the Agricultural Education Branch is being assisted in the revision by 10 state supervisors and teacher trainers.

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Representative young farmers from Colorado, South Carolina, West Virginia, and Virginia and assistant supervisors from Wisconsin and Virginia met with the staff of the Agricultural Education Branch August 13 and 14 as a planning committee to draft a program for the Young Farmer Leadership Conference which will be held in aKnsas City October 16-17. The theme of the leadership conference this year will be *Developing the Local Young Farmer Program.* R. E. Naugher served as chairman of the program committee.

• • •

Marguerite Scruggs, National Adviser of the Future Homemakers of America, assisted with a workshop for local advisers of FHA chapters held at the University of Puerto Rico, Rio Piedras, July 20-31. In charge of the workshop were Rosario Chico, Insular advisor of FHA and district supervisor of home economics, and Mrs. Francisco Gonzales deGueits, district supervisor. Fifty-three homemaking teachers who serve as advisers to Puerto Rican chapters of the FHA attended the 2-week workshop. Improving chapter meetings, evaluating FHA activities, and organizational and public relations problems were among the topics considered.

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Reduction in staff notices served to five vocational educators within the Office were canceled when Congress approved $480,000 for salaries and expenses for fiscal year 1954. The Vocational Division begins this year with 57 staff members as compared with 62 for 1953.

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Plans are under way for a national study dealing with the development of criteria for vocational-technical curriculums. James Kelly, T and I Program Specialist, will act as cordinator of the project which was planned in a conference in which Samuel Fick, Chief, Bureau of Trade and Industrial Education, California, and W. N. Fenninger, Chief State Supervisor of Trade and Industrial Education, New York, participated.

They Visited Us . . .

During the past month, the following persons visited the AVA Washington Office:

WILMARTH H. STARR, Orono, Me.; MR. & MRS. ROY FALES, Albany, N. Y.; M. C. GAAR, Baton Rouge, La.; O. C. ADERHOLD, Athens, Ga.; OTHO J. QUISK, Charleston, Ill.; BYRON J. MCMAHON, Sacramento, Calif.; COLA D. WATSON, Burlington, Vermont; H. C. FETTEROLF, Harrisburg, Penn.; A. P. FATHERREE, Jackson, Miss.; J. K. STERN, Washington, D. C.; HOWARD MCCLARREN, Washington, D. C.; OSCAR R. LE BEAU, Washington, D. C.; ALBERT E. JOCHEN, New Jersey; GORDON O. JOHNSON, Indianapolis, Ind.; HAROLD E. SHAPIRO, Boston, Mass.; JOHN A. BEAUMONT, Springfield, Ill.; GUY O. TOLLERUD, St. Paul, Minn.; OTIS SNEAD, Houston, Texas; MILDRED CASSIDY, Torrington, Wy.; CARL M. HUMPHREY, Jefferson City, Mo.; GEORGE H. FERN, New York, N. Y.; T. CARI BROWN, Raleigh, N. C.; and R. W. GREGORY, Washington, D. C.; LOUISE BERNARD, Richmond, Va.; GEORGE STONE, Orange, Tex.; WILLIAM LOGAN, Columbus, O.; MARGUERITE LOOS, Columbus, O.; W. G. SLATTERY, Greensboro, N. C.; ALICE PIPKIN, Atlanta, Ga.; and BRYCE CECIL, Austin, Tex.

FFA Convention Plans Complete

President Dwight D. Eisenhower heads the list of distinguished speakers expected to participate in the 25th Anniversary national convention of Future Farmers of America at Kansas City, Missouri, October 12-15.

Business sessions, a "silver anniversary pageant," special entertainment programs, the national FFA public speaking contest, and presentation of awards to hundreds of Future Farmers whose achievements have been outstanding, will round out a full 3-days' program.

Postmaster General Arthur Summerfield, or one of his top assistants, will participate in the program during the morning of October 13 when the first presentation will be made of the special 3-cent postage stamp commemorating the FFA's 25th Anniversary.

Secretary of Agriculture Ezra Taft Benson has accepted an invitation to speak during the morning session of October 15. A third cabinet member, Mrs. Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare, will address the convention during that afternoon.

Books *and Bulletins*

Agriculture

You and Your Administrator. Bureau of Agricultural Education, California State Department of Education, San Luis Obispo, California, 1953. 26 pages.

This handbook on teacher-administrator relationships has been prepared for the use of vocational agriculture instructors.

• • •

Local Policies for Agricultural Education in the Public Schools, by Herbert M. Hamlin. Office of Field Service, College of Education, University of Illinois, Urbana, Ill., 1953. 53 pages, 40 cents.

Based on research, this material is an outgrowth of actual field experience.

• • •

Grasses and Grassland Farming, by Hi W. Staten. The Devin-Adair Company, New York, N. Y., 1952. 291 pages, $5.00.

Recognition of the place that grasses and legumes have in the nation's economy is offered in this book that stresses grass as the best means of protecting and conserving soil.

Distributive

Know Your Merchandise, by Isabel B. Wingate, Karen R. Gillespie and Betty G. Addisin. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y., 1953. 736 pages, $4.20.

This revised second edition is designed for classes preparing students for business careers in retailing and for classes in consumer buying.

• • •

Careers with Future in the Commercial Field, by Juvenal L. Angel. Modern Vocational Trends Division, World Trade Academy Press, Inc., 11 W. 42nd St., New York 36, N. Y., 1953. 43 pages, paper bound, $1.00.

Descriptions of 13 career possibilities; including remuneration, opportunities, positions open, training, and suggested program of studies. Includes a bibliography for each career field.

Home Economics

Young Folks at Home, by Florence LaGanke Harris and Treva E. Kauffman. D. C. Heath and Company, New York, N. Y., 1953. 444 pages, $3.20.

Through this text students learn that arranging and caring for their own rooms and doing their share toward keeping up the home are essential to their own self-development and self-expression.

• • •

The Home and Its Furnishings, by Ruth Morton. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y., 1953. 463 pages, $3.80.

A high school text for home economics, this illustrated book has the family-centered approach.

Cooking the Modern Way. Groen Mfg. Co., 4535 W. Armitage Ave., Chicago 39, Ill., 1953. 44 pages, free.

A nationally known food consultant has authored this methods guide for quantity food production.

Industrial Arts

Shopwork Teaching Tricks, by Michael O'Brien, Ph.D. The Interstate Printers and Publishers, Danville, Illinois, 1953. 246 pages.

Ideas intended to stimulate the teacher's imagination; add color to the daily presentation; and provide a variety of approaches to shopwork teaching are offered in this new book.

• • •

28 Table Lamp Projects, by H. A. Menke. McKnight & McKnight, Market and Center Sts., Bloomington, Ill., 1953. 80 pages, $2.50.

Both modern and traditional designs are included in these lamp projects. Some can be made with hand tools.

Trade and Industrial

The Operation of a Local Program of Trade and Industrial Education, edited by William P. Loomis, Vocational Division Bulletin No. 250, Office of Education, U.S. Department of Health, Education, and Welfare, Washington 25, D.C., 1953. 166 pages, 45 cents.

Portrays the general structure of a local program of vocational trade and industrial education and indicates functions and personnel. Suggestions are made on program objectives, operating methods, and staff performance. Twenty-two recognized authorities from the field contributed to the bulletin.

• • •

Instructional Guide for Use in Vocational Schools Providing Training for Blind Persons, by J. Hiram Chappell. Office of Vocational Rehabilitation, Federal Security Agency, Washington 25, D. C., 1953. 46 pages, free.

This manual provides definite assistance to teachers in the shops in the best method of training blind students in the use and manipulation of both hand and power tools as well as informing him of methods used by blind persons in achieving their objective. Stresses how to orient the blind student in ways to work with safety.

• • •

Cabinetmaking and Millwork, by Alf Dahl and J. Douglas Wilson. American Technical Society, 848 E. 58th St., Chicago 37, Ill., 1953. 235 pages, $4.95.

Presents a wealth of information to bring the cabinetmaker up to date on new tools, new materials, and new trends in architecture which have changed his work. Line drawings and photographs help to make explanations clear and concise.

Outboard Motors and Other Two-Cycle Engines, by Ernest Venk, Irving Frazee, and William Landon. American Technical Society, 848 E. 58th St., Chicago 37, Ill., 1953. 159 pages, $3.95.

Sportsmen, businessmen, and mechanics will find here the information they need on operating and maintenance principles for two-cycle engines. Includes helpful facts on selecting and operating a boat and motor.

• • •

Television and Radio Repairing, by John Markus. McGraw-Hill Book Company, Inc., 330 W. 42nd St., New York 36, N. Y., 1953. 556 pages, $6.00.

By giving simple instructions for testing, repairing, and replacing television and radio parts, this book trains a complete beginner to handle about 75% of the repair jobs that come to the average television and radio service shop.

• • •

Elements of Electricity, by William H. Timbie, assisted by Alexander Kusko. John Wiley & Sons, Inc., 440 Fourth Avenue, New York 16, N. Y., 1953, 631 pages, $5.50.

The tremendous growth and spread of the electrical engineering industry is reflected in this revised text.

• • •

An Expert Talks Power Tools, by Frank Hegemeyer. General Publishing Co., Inc., Hobby Books Division, 154 E. Erie St., Chicago 11, Ill., 1953. 80 pages, $1.00.

Suggestions for improving methods, getting the most out of power tools, and accomplishing better work are offered to woodworkers in this illustrated book.

McKnight Publications . . .

"TEACHING SUCCESSFULLY THE INDUSTRIAL ARTS AND VOCATIONAL SUBJECTS"

By G. Harold Silvius and Estell H. Curry. 344+xvi pages, 6 x 9. This book contains discussions and suggestions on such important phases of teaching as class organization, planning work, methods and techniques, safety, selection and use of teaching materials, student evaluation and community relationships. Price to be announced soon.

"GENERAL PRINTING"

By Glen U. Cleeton and Charles W. Pitkin. 10 NEW units. Revised 1953. A standard text for students of printing. Photographs explain printing procedures, equipment, layout, design, history, and occupational information. A text unmatched for quality. 198 pages. **$3.00**

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Carpentry for the Building Trades, by E. A. Lair. McGraw-Hill Book Company, 330 W. 42nd St., New York 36, N. Y., 1953. 310 pages, $3.60.

Provided here in text form are the essentials of practical carpentry for the building trades.

* * *

TV Sweep Alignment Techniques, by Art Liebscher. John F. Rider Publisher, Inc., 480 Canal Street, New York 13, N. Y., 1953. 123 pages, $2.10.

This book, with many illustrations, answers the need of TV technicians who are keenly interested in better alignment.

* * *

TV Manufacturers' Receiver Trouble Cures, Volumes IV, edited by Milton S. Snitzer. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y., 1953. 120 pages, paper bound, $1.80 each.

These four volumes deal with specific tv receiver troubles and their cures, the tv manufacturers' answers to some of the problems that may arise in their particular receivers. Exact directions as to specific operations to be performed are given in each instance.

* * *

The Mobility of Tool and Die Makers, 1940-51. Bulletin No. 1120, Bureau of Labor Statistics, U. S. Department of Labor. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 67 pages, 35 cents.

* * *

A Source Book in Chemistry, 1400-1900, by Henry M. Leicester and Herbert S. Klickstein. McGraw-Hill Book Company, 330 W. 42nd St., New York 36, N. Y., 1953. 531 pages, $7.50.

Machine Tool Operation, Part I, by Henry D. Burghardt and Aaron Axelrod, Ed. D. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y., 1953. 585 pages.

A fourth edition, this book contains the following divisions: safety, measuring tools, bench work, the drill press, the lathe, and forge work.

* * *

TV Manufacturers' Receiver Trouble Cures, edited by Milton S. Snitzer. John F. Rider Publisher, Inc., 480 Canal Street, New York 13, N. Y., 1953. 119 pages, $1.80.

The third book in a series that deals with specific TV receiver troubles and their cures, this book offers exact directions for specific operations.

Vocational Guidance

Careers in Commercial Art, by J. I. Biegeleisen. E. P. Dutton & Company, Inc., 300 Fourth Avenue, New York 10, N. Y., 1952. 255 pages, $4.00.

This book gives salaries for typical jobs both for beginners and established artists and technicians. There are stories and anecdotes about people already successful in the various fields.

* * *

Initiating and Administrating Guidance Services, by S. A. Hamrin. McKnight & McKnight Publishing Co., Bloomington, Ill., 1953. 220 pages, $3.00.

Prepared particularly for principals and superintendents, this volume is planned to promote for guidance services the understanding and encouragement of school administrators.

General

Educators Guide to Free Slidefilms; Educators Guide to Free Films. Educators Progress Services, Randolph, Wisc., 1953. 185 pages, $4.00; 516 pages, $6.00.

Listings include supplementary visual materials at a minimum cost in agriculture, business, home economics, and industrial arts. Over 600 titles are listed for slidefilms; films total 2,574 titles, in their cumulative indexes.

* * *

Audio-Visual Materials, by Walter Arno Wittich and Charles F. Schuller. Harper & Brothers, 49 E. 33rd St., New York 16, N. Y., 1953. 564 pages, $6.00.

This new text treats audio-visual materials and techniques as a means of attaining instructional goals and solving learning problems.

* * *

Print It Right. National School Public Relations Association, National Education Association, 1201 16th St., N. W., Washington 6, D. C., 1953. 48 pages, $1.50.

This 3-color, illustrated handbook is designed to help superintendents, principals, and teacher associations to plan and publish good public relations material.

* * *

Who . . . Me? The Travelers Insurance Companies, Hartford, Connecticut, 1953. 26 pages, free.

Published annually in the interest of street and highway safety, this booklet features latest statistics. Requests for copies should be sent to John G. O'Brien, Public Information Department, The Travelers, Hartford, Connecticut.

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